



2017-2018 Course Catalog

Grades 6-12

Our vision is to graduate students who understand the importance of critical thinking, problem solving, responsible citizenship, and clear communication so that they are prepared for the world of work and/or higher education.

Middle Grades
301 Lewallen Drive
Asheboro, NC 27203
Phone: 336-610-0816
Fax: 336-610-0819

Upper Grades
5326 US 220 Business South
Asheboro, NC 27205
Phone: 336-610-0813
Fax: 336-610-0815

Table of Contents

Letter from the Superintendent	1
Administrative Directory.....	2
Academic/Graduation Requirements.....	3
Middle Grades Course Descriptions	4
Steam	4
Electives	8
Core Courses	11
Class Tracts.....	15
Upper Grades Course Descriptions.....	16
Core Courses: English.....	16
Core Courses: Science	20
Core Courses: Social Studies	23
Core Courses: Math	25
Elective Courses: Science	27
Elective Courses: Social Sciences	29
Elective Courses: Business/Technology	31
Elective Courses: Physical Education and Healthful Living	33
Elective Courses: Performing and Visual Arts	35
Elective Courses: Foreign Languages	39
Randolph Community College Partnership	41
North Carolina Virtual Public Schools.....	44
Senior Scheduling Options	54
Appendix A: NC Academic Scholars/UCA Honor Graduates.....	55
Appendix B: Early Graduate Policy	56
Appendix C: Internship Interest Form	57
Appendix D: Senior Free Block Permission Form	58



Dear Parents and Students,

This course catalog contains important information and details about our high school academic programs and course opportunities. We have added new programs and courses to meet our students' needs while keeping with the demands of the ever-changing landscape in the workforce and post-secondary institutions. Parents and students should closely examine all the opportunities in the catalog and devise a plan that supports their goals moving forward. These are exciting times and many unique courses and experiences await students in the upcoming school year.

New partnerships and expanded course offerings will afford Uwharrie Charter's students a chance to explore topics and build skills related to their interests. From dual enrollment courses with our community college partners to unique courses designed to prepare students for success in college and the workforce, UCA has something to offer every student that is tailored to his/her needs and will work to customize a schedule that supports their future goals. Our administrators and faculty understand that the pathways will vary tremendously for each student and want to fully engage parents and students in a productive dialogue as we develop a schedule.

While the catalog contains a great deal of information about course offerings and program, please don't hesitate to reach out to Mrs. Suzanne Cash, our guidance counselor, and/or Mr. Scott Walker, college/career liaison, for more guidance. We recognize that there are many choices and registration can be overwhelming, so we welcome your questions and feedback. It takes a village...

Thank you for being an important part of our Eagle Family and we are looking forward to an outstanding 2017-2018 school year.

Sincerely,

Heather Soja
Superintendent

Administrative Directory

Heather Soja, Superintendent

Casey Harris, Director of Academics

Van Hurley, Director of Operations

Chad Douglas, Finance/Human Resources Administrator

Sheral Vang, Upper Grades Administrator

Lauren O'Brien, Middle Grades Administrator

Susan Yow, Executive Assistant

Academic/Graduation Requirements

Uwharrie Charter Academy requires students to meet the minimum number of credits for the Future-Ready Core Course of Study. The following Future-Ready Core Course of Study must be completed in grades 9-12:

- 4 English I, II, III, IV
- 4 Mathematics (should include Algebra I, Algebra II, Geometry and a higher level math course with Algebra II as a pre-requisite OR Integrated Math I, II, III and a higher level math course with Integrated Math III as a pre-requisite)
- 3 Science (Physics, Physical Science, or Chemistry course; Biology; and an Earth/Environmental Science course)
- 4 Social Studies (World History, Civic/Economics, American History I and II or AP US History, and one other course)
- 1 Health and PE
- 6 Electives: **Two** (2) elective credits in any combination from either Career and Technical Education, Arts Education, or Second Languages. Two credits in a second language is required for admission into the UNC system. **Four** (4) elective credits constituting a concentration recommended from one of the following: Career and Technical Education (CTE), JROTC, Arts Education, Second Languages, or any other subject area.

To be promoted to next grade level students must pass English plus 7 out of 8 credits yearly.

- To be classified as a sophomore, students must pass English I and 6 additional classes.
- To be classified as a junior, students must pass English I, English II, and 12 additional classes (13 cumulative).
- To be classified as a senior, students must pass English I, English II, English III and 18 additional classes (20 cumulative).

**A total of 28 credits are required to graduate from Uwharrie Charter Academy.

**The early graduation policy is explained in Appendix B.

**Students have the option of graduating as a North Carolina Academic Scholar. See Appendix A for more information about the designation.

Middle Grades Course Descriptions

STEAM:

Robotics

Students will research, design, build, and compete in the Robotics STEAM class. Figuring out how to problem solve and create prototypes are just a few of the components of this class. Students will also compete against each other with the robots they create.

Trash to Treasure

This Steam class will focus on Environmental Literacy and how we can create artwork out of recycled materials. During this class we will focus on what plastics, metals, and foam are made from and how they are disposed of. We will look at environmental issues that arise and focus on how we can contribute to bettering the earth by turning Trash into Treasure! Students will be challenged to creatively turn recycled materials into works of art. We will use objects like bottle caps, old shoes, plastic bags, and scraps metal to create beautiful art while being inspired by Environmental artists' from around the world.

P.E.A.K.

P.E.A.K. stands for Practicing and Exploring in Agricultural Knowledge. Students who are passionate about agriculture will get to go even deeper. They will gain hands-on experience at our on-site micro-farm. They will also have the opportunity to learn the business and marketing side of agriculture by running their own farmer's market.

Hunter Safety/Conservation

Students will learn about plant identification, animal tracking, as well as the physics of hunting. Archery, hanging tree stands, and orienteering will be offered as well. Students will also complete the Hunter Safety Course from a Licensed Instructor.

Makerspace 1 & 2

In Makerspace 2 STEAM class students will research areas of interest and have the ability to create. Students will get to participate in hands-on experiential learning by creating solutions to problem scenarios. Students will focus on the engineering design process and develop products using a 3D printer and a vinyl cutter. This class will be responsible for creating useful products to solve problems here at the school as well as products we can sell to the public. Students will also learn how to use basic CAAD programming software. Finally, students will research aerodynamics, drag, friction, and Newton's Laws of Motion and construct dragsters. They will then compete in a winner take all championship race series.

Journalism / Yearbook

Have you ever wanted to see your name in the byline of a news article or wanted to see your face as a reporter on a news show? If so, then the Journalism STEAM class is for you. Students will get the opportunity to learn how to research, interview, and professionally write news articles for

our UCA MG paper The Eagles Gazette. They will also have the opportunity to write, film, and edit stories for Friday Flight, our school's news show. Students also will take photographs and work on the planning and layout of the school's yearbook.

Homesteading

Students in the Homesteading class will learn the science behind gardening and food preservation. They will learn how to create necessary items for the homestead from upcycled materials. Students will also explore the concept of cooking from Farm to Table.

CrossFit

In the CrossFit class students will learn how to work out using bodyweight exercises, kettlebells, sandbags, and sleds. Students will learn the science and math behind caloric burn, 1 rep max percentages, and setting personal goals.

MythBusters

Can an opera singer shatter glass by hitting the right note? Are you cleaning your mouth with a dirty toothbrush? Could helium balloons carry you away? It's a tough job separating truth from legend, but that is the purpose of the MythBusters. In this exciting class, students will do hands-on experiments that test popular scientific myths and detect what is real and what is fiction.

Music Studio

In Music Studio students will learn about the technology of music ranging from recording, mixing, and editing, to the production, marketing and performance. Students will have the opportunity to work with music software programs such as Garageband and Soundation, as well as record live music with instruments. Music Studio will allow students to learn music technology from the foundation understanding of sound waves, all the way to producing their own mix tapes. Starting this semester, Music Studio students will help produce our schools own Eagle's Radio Station as well as help with the audio of media production.

Dance

In this class, we will be learning basic hip hop dance skills, understanding rhythm, counts, and choreography. The students in this class will also get a chance to create their own choreography, incorporating any style of dance they feel they excel at. Students will also look into dance history at some iconic dancers who impacted the dance world and learn more about them. We will work as a class to create dances together, and push ourselves to learning new things!

Glitz and Glimmer

Do you like necklaces, bracelets, earrings, and all things that shine? Are you creative, classic, or trendy? We will examine the latest fashion trends, top jewelry designers, marketing, finances, and behind the scenes work used in the career of fashion accessories. You will learn the importance of colors and placement and what a little sparkle can do for you, and to make the world a more beautiful place. Glitz and Glimmer will be researching, designing, and bringing to fruition the latest accessories to add your touch of sparkle to the world.

D.I.Y.

Are you crafty? Do you want to DO-IT-YOURSELF? If so, this is the class for you! We will take raw materials and make something magnificent! All the while, you will be learning skills that may help you in the future. We will decide in class what projects you want to tackle and we will make it happen. For starters, we are going to learn how to weave. We may make signs, wind chimes, rugs or some jewelry, to name a few items. Who knows what ideas we will come up with when we get our creative juices flowing. Along the road, we will make items to sell at our future bazaar to help benefit our school. Please bring your ideas and let's learn and have a great time!

Graphic Design

Graphic Design is designed to give students an understanding of digital design and the process for creating digital images. The next time you go to your favorite website take a look at all the images used. Everything on the web has graphics that were designed digitally. It is a need that will not go away.

In this class you will learn the theories of graphic design while designing and producing several real-world projects. Students learn basic and advanced techniques for designing and creating effective promotional pieces, digital-art and logos. In addition, students gain a foundational knowledge of graphic design software that will help them in the present and future.

Cake Decorating (Colorful Creations)

Throughout this course, each student will be transformed into a baker, decorator, and entrepreneur. While learning how to operate an effective business, students will be baking, decorating, and selling their masterpieces. Students will be taught the basics of sanitary procedures, baking practices, as well as the art of decorating. Each student will develop techniques and tricks practiced by professional cake decorators in efforts to produce *colorful creations*.

Global Problem Solutions

In this STEAM course, students will be thinking globally and acting locally. Students in collaborative groups will research world crises, like the Syrian Refugee Crisis and the Sudanese Water Crisis, to create prototypes to aide in a solution. Students will learn about how others live by examining problems and creating solutions.

Sports Science

In sports science, students will explore the biomechanics of different sports and exercises. Like the show on ESPN, the students will see how the pros do it, and then they will test the moves out themselves to see how they stack up! Every day, students should make sure they bring their thinking caps and their tennis shoes!

If You Build It

Students will create 3D models of cars, planes, buildings, houses, etc. Do you have a favorite sports car? Do you want to design and build a dollhouse? This class will focus on process of designing and building 3D models.

Electives:

Spanish A, B & C

Spanish A

The emphasis at this level is to develop the student's ability to understand and communicate in Spanish in everyday situations. To reach this goal, much time is spent developing proficiency in the four language skills: listening, speaking, reading, and writing. Through dialogues, repetition, songs, grammar exercises, and storytelling, students will speak and understand the basics of the language. The basic grammar and vocabulary points provide the foundation upon which more complex structures for communication are learned. Students will study the culture of Spanish speaking nations and their unique customs, music, holidays, and historical events. By the end of the second semester, students will be able to read present-tense stories with high frequency vocabulary; hold short introductory conversations; talk about likes and dislikes; talk about food. Students are required to speak in Spanish 80% of the time, and instruction is principally in Spanish.

Spanish B

Level B Spanish builds upon the foundation created in Spanish A. During the first semester the students will review the four major skills developed in the first year while acquiring new vocabulary and grammar. During the second semester, the students will begin reading short stories, poetry, and other material to improve their pronunciation as well as their comprehension skills. By the end of the second semester, students should be able to hold simple but extended conversations in Spanish. Students will be able to read novellas in Spanish and will be able to write organized essays on a variety of topics. Students are required to speak in Spanish 85% of the time, and instruction is principally in Spanish.

Spanish C

Students continue their study of Spanish in this class and complete Spanish I in this class, earning high school credit. This course further develops aural comprehension, oral communication, and written language recognition skills. It also enhances writing skills and cultural awareness. Students advance to Spanish II in the ninth grade upon successful completion of this class. Students are required to speak in Spanish 90% of the time, and instruction is principally in Spanish.

Physical Education

The middle grades Physical Education course focuses on the physical development of students as well as the social development through various physical activities. Students have the opportunity to develop social skills such as: problem solving, teamwork, responsibility, cooperation, communication, sportsmanship, leadership, and respect for the diverse abilities of their peers. Areas that we will concentrate on are competitive games, recreational games, as well as fitness and organized sports. Some of the activities performed in this class may include, but are not limited to, weight training, crossfit, circuit training, soccer, pickleball, wiffleball, volleyball, handball, ultimate frisbee, and touch football. While learning about these different sports, they will demonstrate an understanding of the skills needed by performance and competitive play within the class.

Intro to Agriculture (6th)

This middle school course introduces students to the industry of agriculture. Topics of instruction include animal science, agricultural science and technology, plant science, agricultural issues, natural resources, food science, stewardship, consumer agriculture, and careers in agricultural science. This course allows students the ability to go outdoors and explore the micro-farm and take ownership in growing a garden.

Animal Husbandry (7th)

Animal Husbandry/Biotechnology

This middle school course introduces students to the industry of agriculture and health. Topics of instruction include Genetics, DNA, Careers in Agriculture and Health Occupations, Bioethics, Animal Digestion, Animal Reproduction, and Animal Rights and Welfare. This course allows students the opportunity to take care of animals and learn about human and animal anatomy within the same course.

Sustainability (8th)

This middle school course introduces students to the industry of agriculture. This course is also about being able to preserve the items people use on a day to day basis in order to educate students on the importance of environmental effects. Topics of instruction include animal science, agricultural science and technology, plant science, agricultural issues, natural resources, food science, stewardship, consumer agriculture, and careers in agricultural science. This course is primarily based on student projects that incorporate items being taken from old to new and repurposed.

Music (Chorus)

Vocal Ensemble, This is an elective class that will perform once a semester. Students will have opportunities to learn correct singing techniques while experiencing a wide variety of choral literature from the Renaissance, Baroque, Classical, Romantic, and Contemporary periods, sacred and secular, a cappella and accompanied. Students will also learn the basics of music theory such as ear training, solfege, and dictation, as well as the basics of piano and music history.

Orchestra (Instruments)

Concert Band:

This ensemble is an elective class that is open to all Brass and Woodwind instrumentalists. Members of Concert Band will explore a variety of musical styles from Renaissance, Baroque, Classical, Romantic, and Contemporary periods as well as new and traditional band repertoire. This group performs a concert once a semester. Students will also learn the basics of music theory such as ear training, and dictation, as well as the basics of piano and and music history.

String Ensemble:

This ensemble is an elective class that is open to all string instrumentalists. This group performs a concert once a semester. We will explore a variety of musical styles from Renaissance, Baroque, Classical, Romantic, and Contemporary periods as well as new and traditional band repertoire. This group performs a concert once a semester. Students will also learn the basics of music

Craftsmanship (6th) & (7th)

Description: Students will learn basic skills in a variety of building/artisan trades including carpentry, fine woodworking, welding fabrication, blacksmithing, casting, and more. Students will be taught how to safely construct a variety of projects both from set plans and of their own design. Additionally, they will "bid" on jobs and be responsible for tracking expenditures, meeting deadlines, contracting with other students, and marketing/delivering finished products.

Art (6th, 7th, 8th)

In the 6th grade visual arts classroom students will be introduced to the Elements of Art and Principles of Design. We will explore different media techniques through projects in drawing, painting, sculpture, printmaking, and multimedia. Students will also get an introduction to color theory, art history, and art analysis.

In the 7th grade visual arts classroom we explore how the Elements of Art and Principles of Design work together to create art that is visually appealing and technically sound. We focus on more intense projects that use drawing, painting, sculpture, printmaking, and multimedia techniques to interest the viewer. Students will continue to study color theory and art history. Art analysis and critique discussions will become more frequent and be student led.

In the 8th grade visual arts classroom students will be challenged to use the Elements of Art and Principles of Design in planning and creating their own personal artwork. Students will also be able to identify the Elements of Art and Principles of Design in artwork from different movements and styles throughout time. Intense projects focusing on drawing, painting, sculpture, printmaking, and multimedia techniques will be created. Student led discussion and writing during art analysis and critiques will help students become more comfortable discussing their work and the work of others.

Dance

This course is intended to reach both students who are new to dance and experienced dancers. Students will learn and use basic terminology, and the fundamental moves, for different genres of dance, including hip-hop, lyrical, jazz and ballet. Students will learn different types of choreographies for different elements of dance; they may have an opportunity to develop their own choreographed pieces. Students will be assessed through performances taught in class by instructor. Students will hold 2 recitals during the school year.

Core Courses:

English Language Arts (6th)

The sixth grade English/Language Arts program at UCA is centered on the theme “Think Globally, Act Locally.” Students will enjoy reading the novels Seedfolks by Paul Fleischman, The One and Only Ivan by Katherine Applegate and A Single Shard by Linda Sue Park. The three novels and paired non-fiction texts help build background knowledge, boost comprehension, and increase motivation. Students will also write throughout the year. Students will progress through the writing process as they plan, draft, revise, edit, and publish their own specific types of writing. These writing types include arguments, informative/explanatory texts and narratives. Students are required to draw upon and write about evidence from literary and informational texts. Short research projects are also incorporated into the novels, which answer a question, draw on several sources, and sharpen the focus based on the research findings.

Math (6th)

In 6th Grade Math, the students will begin working with positive and negative numbers, absolute values, and inequalities. They will create their own putt-putt course and keep track of their golf score. They will then move on into ratios and proportions where they will get to participate in cooking activities that will put their knowledge into real-world practice. After the holidays, they will begin working on finding volume and surface area of various polyhedrons. They will team up with a partner and create their own "epic house" that is 30,000 cubic feet. To end the year, students will learn how to create and analyze multiple types of graphs and apply that knowledge in real-world scenarios.

Social Studies (6th)

This course is designed to build on students’ prior knowledge and expand their understanding of geography and history. Students will discover the history of the people and events from ancient civilizations and how the physical environments played major roles in these civilizations. Each regional study encompasses an in-depth study of the physical geography, culture, economy, government, and social dynamics defining the land and people of most of the world’s continents, including the Americas, Europe, Asia and Africa. Students will learn what circumstances influence events in history, the achievements of these early civilizations, how these civilizations developed socially, economically, and politically and how their ideas help to transform the world today. Students will learn how civilizations rose and fell and what contributions the past gave to the future.

Science (6th)

In 6th grade Science we start our year off in the vast Milky Way Galaxy we call home. We explore each planet in our solar system the moon, comets, asteroids, and more. Then we focus on our home planet Earth from the core out. Once we reach the crust we look at how our soil is formed and all the great nutrients it provides for plants. We study the functions and forms of plants and their interaction in the ecosystem. We then move to studying waves of light and sound

and finish up with atoms and their movements. Along our journey we have special at home projects and several hands on lab experiments with our topics. We have made comets, edible soil cups, earthquake proof houses and more.

English Language Arts (7th)

In seventh grade English/Language Arts, students will learn through experiences. For example, rather than just reading, discussing, and analyzing poetry, students will take inspiration from other poems to write their own poetry. Also, when learning about the elements of fiction and plot development, students work in groups to plan, write, and illustrate their own picture books, which are donated to the library at a local children's hospital.

Students will have many opportunities to plan, draft, revise, and edit narratives, informational, and persuasive writing. In this course, there is a heavy emphasis on learning how to support an opinion and create a convincing argument. Students read various forms of self-selected and assigned fiction and non-fiction texts throughout the year. Running throughout seventh grade ELA is an overarching theme of making a difference in the world around you.

Math (7th)

Math in 7th Grade is broken down into 5 major courses of study: the Number System, Expressions and Equations, Ratios and Proportions, Geometry, and Statistics and Probability. Students will explore the world around them through mathematical lenses, calculating real world situations, and collaborating in unique ways. Students in 7th Grade Math do more than just answer math questions, but apply their knowledge outside the box.

World History (7th) Advanced

This course will cover all of world history with a focus on 15th century to present. We will study major turning points that shaped the modern world. The course will be project and vocabulary based. Exams will consist of a variety of assessment methods including: multiple choice, true/false, short answer, and essay.

Social Studies (7th)

In 7th grade social studies we will be keying on major historical time periods and events from circa 1500 through present day. We will be in depth on The Renaissance, Scientific Revolution, The Enlightenment, The Industrial Revolution, political revolutions, Colonialism and Imperialism, World War I, World War II, Cold War Era, and contemporary issues.

Physical Science (7th) Advanced

In physical science we will explore a world of the proven, an use that to test the realm of the unproven. We will target different subjects stemming from forces and motion, properties of matter, and energy conservation and transfer. This class will allow us to dive a little deeper into the content, and explore the exciting world of physical science like never before.

Science (7th)

In 7th grade, science is divided into 4 main sections; Weather, Microbiology, Human Body, and Forces of Motion. The labs and hands on projects in this class invite an atmosphere of exploring, myth busting, and endless collaboration. Whether it's making soda cans implode, making real life scabs, or having a lab in which you can eat the participating subjects, this is not your ordinary 7th grad science class! In this class, students will be pushed everyday to not only answer the “what”, but more importantly, answer the “why”...

English Language Arts (8th)

While exploring an assortment of themed units, each eighth grade student will have an opportunity to learn and refine various skills needed to advance onto higher learning. Throughout the year, a focus will be heavily placed on grammar and sentence structure, reading comprehension and analysis, as well as the writing process. Students will be asked to work individually and collaboratively in order to establish and maintain a steady flow of communication and shared knowledge amongst peers.

Math (8th)

This course prepares students for the Math 1 course in high school. The focus of this course is building the foundation necessary for success in the study of algebra. The instruction will concentrate on the following common core items: the number system, expressions and equations, functions and geometry principles as applied in algebra. Students will have a variety of problem based learning activities throughout the year to emphasize their understanding of complex concepts. Eighth grade math is a rigorous class and students will have to take ownership of their own education to apply math concepts individually.

Math 1 (8th) Advanced

This advanced math course, incorporating rigor and the consistent use of real numbers and a problem solving approach, emphasizes the principles of algebra, including algebraic symbolism, simplifying complex expressions, solutions to linear and quadratic equations, and graphic representations associated with variables. Students will apply algebraic representations to word problems and analyze the nature of changes in linear and non-linear relationships. Students will have to qualify for this class by a rubric which includes but not limited to a pretest, past performance in math class, teacher recommendation, student work ethic and previous EOG scores. Students have to be able to work individually and be able to handle a problem based learning approach to mathematics. Students will get high school credit for this class upon successful completion of the End of Course Exam.

American History 1 & 2 (8th) Advanced

This course examines the major turning points in American history beginning with the events leading up to the American Revolution, the origins of our constitution, reform movements,

Manifest Destiny, the Civil War and Reconstruction, the impact of the frontier, the changing nature of business and government, World War I, the Great Depression, World War II, the growth of the US as a world power, the Cold War and the struggle to achieve class, ethnic and gender equality. The course extends to the modern day. Contemporary world issues such as globalization, economic interdependence and terrorism will also factor into our analysis of international conflict and cooperation. The curriculum and academic expectations will be differentiated to accommodate different learning styles and abilities. Current events are integrated into the curriculum on a *daily* basis so that students can see modern connections between *then and now*. If you don't currently follow current events, now is the time to begin. It will enhance your understanding of history and make you a more civic-minded and conscientious citizen which is my goal. The class will be taught in a Pre-AP fashion.

Science (8th)

8th Grade Science

Students will study various science topics. They will focus on the scientific method process of working through an experiment. Then we will dive into the hydrosphere where we will study water quality, the properties of water, ocean habitats and ocean exploration. Students will then look back in time and research how things have changed overtime. They will learn to read fossils, rock layers, and the difference between absolute and relative dating. Chemistry will also be covered. Students will do a variety of experiments to determine the different ways matter can change as well as the types of reactions that can occur. They will learn how to use the periodic table and how to obtain various types of information from it. Students will also cover bacteria, virus, infectious and noninfectious disease, as well as the difference between an epidemic and pandemic. Finally we will focus on our ecosystem, students will learn about the transfer of energy through a food web and food chain. As well as the different types of interactions that occur throughout an ecosystem. 8th Grade Science is a tested subject where students will take an EOG test at the conclusion of the year.

Class Tracts:

Advanced (7th & 8th only)

Advanced courses are offered for students who are AIG gifted in a specific subject and would like to take a course during their middle grades for high school credit. By doing this they will place themselves on an accelerated pace throughout their educational careers. Courses will be taught in a Pre-AP fashion which consists of timed essay writing and larger projects. All of the advanced classes are taught using hands-on experiential learning. Students must have a teacher recommendation in order to take these classes.

Accelerated (6th, 7th, & 8th)

Accelerated classes differ from advanced classes in that they cannot be taken for high school credit, but they are still taught in a Pre-AP fashion with timed essay writing and larger projects. These courses have concepts and themes from high school credit courses woven into them. All classes are taught using hands-on experiential learning. Students must have a teacher recommendation in order to take these classes.

Standard (6th, 7th, & 8th)

Standard classes are taught at a slower pace and the content is assessed in a variety of ways. Hands-on, experiential learning is still used, but projects may not be as large in scope as in accelerated and advanced classes.

Inclusion (6th, 7th, & 8th)

Inclusion classes are taught with the aid of an inclusion teacher who co-teaches with the classroom teacher. Content is delivered at a slower pace and students can get more of a one-on-one environment if needed. The courses are still taught using hands-on experiential learning.

Upper Grades Course Descriptions

Core Courses:

English

English I: Introduction to Language

1 credit

English I is a complex introductory course designed to familiarize students with the fundamental concepts and grammatical rules of the English language. In order to accomplish this goal, students will engage with a series of grammar studies, expository writing, argument-based research, and an exploration in the principal genres of literature. Upon the completion of this module, students should have acquired the following skills: the practice of producing unified, coherent, well-developed essays using standard written English; the ability to analyze information and ideas while incorporating research findings into documented argumentative essays and research projects; and the knowledge to analyze and respond to literature.

Honors English I: Introduction to Language

1 weighted credit

Students in the honors sections of this module will explore more deeply and broadly the fundamental principles of the English language. In order to accomplish this objective, the class will engage with more challenging print (e.g. philosophical treatises, scientific journals, and academic discourses) and non-print media (e.g. films, television episodes, and theatrical performances). Honors students will be required to work as self-directed and reflective learners, both independently and in groups as leaders and collaborators. High level cognition will be emphasized through interdisciplinary and critical perspectives as reflected in the quality of student performance in oral language, written language, and technological interaction.

English II: World Literature in Translation

1 credit

Building upon the introductory material covered in English I, pupils enrolled in World Literature will undertake an impressive survey of literature spanning the globe, and will hone their mastery of the English language. They will accomplish this goal by engaging with a series of grammar studies, expository writing, argument-based research, and an exploration in writings spanning the globe. Students will be familiarized with some literature found in the United States and Western Europe, but the bulk of their study will come from the Orient, India, the Near East, Africa, Eastern Europe, and Latin America. Upon completion of this module, students will have sharpened the skill set introduced in English I, and will be expected to compare and contrast the literary influences and products found throughout the world.

This course will have a state-mandated End-of-Course Test, which will count as the module's final exam.

Honors English II: World Literature in Translation**1 weighted credit**

Students in the honors sections of this module will explore more deeply and broadly the global literary tradition. In order to accomplish this objective, the class will engage with more challenging print (e.g. philosophical treatises, religious texts, scientific journals, and academic discourses) and non-print media (e.g. films, television episodes, speeches and debates, and theatrical performances), and will relate the complex ideologies with one another. Honors students will be required to work as self-directed and reflective learners, both independently and in groups as leaders and collaborators. High level cognition will be emphasized through interdisciplinary and critical perspectives as reflected in the quality of student performance in oral language, written language, and technological interaction; these skills will be evaluated through research dissertations, argumentative essays, in-class debates, presentations, and a variety of projects.

This course will have a state-mandated End-of-Course Test, which will count as the module's final exam.

English III: Explorations of United States Literature**1 credit**

This course is designed and devoted to an in-depth study of the American experience as captured in the seminal works of masters of American literature in the last 250 years. By exploring exemplary poems, stories, dramas, political documents, speeches, and other pieces of literature, students are exposed to the various periods of American literature and the ideas and forces that shaped the writing of those times. Students are challenged to study how various genres of writing and speaking transformed over time as Americans spread across the continent and built cities. The course focuses on historical as well as literary themes through reading, writing, listening/viewing, and speaking. The analysis, interpretation and appreciation of the many aspects of American literature is emphasized throughout the course. By the end of this course students will have developed an intimate familiarity with the American literary scene while also acquiring a firm grasp on the ways in which ideas can be communicated.

Honors English III: Explorations of United States Literature**1 weighted credit**

Students in the honors sections of this module will explore more deeply and broadly the global literary tradition. In order to accomplish this objective, the class will engage with more challenging print (e.g. philosophical treatises, religious texts, scientific journals, and academic discourses) and non-print media (e.g. films, television episodes, speeches and debates, and theatrical performances), and will relate the complex ideologies with one another. Honors students will be required to work as self-directed and reflective learners, both independently and in groups as leaders and collaborators. High level cognition will be emphasized through interdisciplinary and critical perspectives as reflected in the quality of student performance in oral language, written language, and technological interaction; these skills will be evaluated through research dissertations, argumentative essays, in-class debates, presentations, and a variety of projects. Additional outside reading and research will be required.

This course is highly recommended for the college bound student.

AP English III: Language and Composition**1 weighted credit**

An AP[®] course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way genre conventions and the resources of language contribute to effectiveness in writing (AP English Course Description, College Board AP). **All students registered for AP English III will be required to take a prerequisite of Prep for AP English III (honors weighted credit) during the fall semester.**

This course is highly recommended for the college bound student.

English IV: European Literature**1 credit**

English IV completes the global perspective initiated in English II and furthered in English III. This module is an in-depth study of European and British literature and literary nonfiction. At least one Shakespearean play should be included. By exploring exemplary poems, stories, dramas, political documents, speeches, and other pieces of literature, students are exposed to the various periods of Western European literature and the ideas and forces that shaped the writing of those regions in different chronological periods. Students are challenged to study how various genres of writing and speaking transformed over time as different peoples spread across the continent and built cities. The course focuses on historical as well as literary themes through reading, writing, listening/viewing, and speaking. The analysis, interpretation and appreciation of the many aspects of European literature is emphasized throughout the course. By the end of this course students will have developed an intimate familiarity with the British and European literary scene while also acquiring a firm grasp on the ways in which ideas can be communicated.

Honors English IV: European Literature**1 weighted credit**

Students in the honors sections of this module will explore more deeply and broadly the global literary tradition. In order to accomplish this objective, the class will engage with more challenging print (e.g. philosophical treatises, religious texts, scientific journals, and academic discourses) and non-print media (e.g. films, television episodes, speeches and debates, and theatrical performances), and will relate the complex ideologies with one another. Honors students will be required to work as self-directed and reflective learners, both independently and in groups as leaders and collaborators. High level cognition will be emphasized through interdisciplinary and critical perspectives as reflected in the quality of student performance in oral language, written language, and technological interaction; these skills will be evaluated through research dissertations, argumentative essays, in-class debates, presentations, and a variety of projects. Additional outside reading and research will be required.

This course is highly recommended for the college bound student.

AP English IV: Literature and Composition**1 weighted credit**

Advanced Placement English IV is a rigorous and challenging course that covers college material. Students intensively study specific literary works in major periods. Careful attention is given to close reading of texts and to identifying the universal significance of each work.

Students are expected to read complex texts with understanding and to write complex prose that communicates effectively with mature readers. The majority of texts used will be novels of varying lengths and poetry. Students will also develop skills in collaboration and communication. Summer and extensive outside-of-class reading are required. This is a freshman college level course that allows capable seniors to earn college credit with an acceptable grade on the AP Exam. **All students registered for AP English IV will be required to take a prerequisite of Prep for AP English IV (honors weighted credit) during the fall semester.**

Science

Physical Science

1 credit

Physical science is a discipline that includes principles of basic chemistry, physics and mathematics. This subject provides students with the basic foundation to continue further study in earth science, biology, chemistry and physics. The class will allow students the opportunity not only to learn scientific principles and concepts, but also to apply the content knowledge through a variety of experiments.

Honors Physics

1 weighted credit

With an emphasis on modeling of physics concepts through experiments and research, the student will overcome common misconception of “how things work” and develop a true view of the physical universe. Starting with simple linear constant velocity motion we will look at all kinds of 1-dimensional, 2-dimensional and 3-dimensional motion and all kinds of energy transformation including kinetic, potential, wave, electromagnetic and thermal energy. We will also look into optics and modern physics. Experiments and simulations will lead the students to a deeper understanding of each concept. Our basic course guidelines will come from the North Carolina Essential Standards for Physics.

Chemistry

1 credit

Students explore the fundamental principles of chemistry which characterize the properties of matter and how it reacts. Computer-based and traditional laboratory techniques are used to obtain, organize and analyze data. Conclusions are developed using both qualitative and quantitative procedures. Topics include, but are not limited to: measurement, atomic structure, electron configuration, the periodic table, bonding, gas laws, properties of liquids and solids, solutions, stoichiometry, reactions, kinetics, equilibrium, acids and bases, and nuclear chemistry.

Honors Chemistry

1 weighted credit

Honors Chemistry is a rigorous introductory-level science course. This course covers general chemistry topics then examines each topic more thoroughly than in general chemistry. Due to this course’s heavy math component, students are expected to excel in algebra and mathematical problem solving. Topics include symbols and metric system, matter, formulas, chemical equations, atomic structure, stoichiometry, thermochemistry, nuclear chemistry, gasses, solutions, bonding, acid-base theory, oxidation-reduction, pH, equilibrium, and organic chemistry. Laboratory experiments and activities complement theory while emphasizing safety and science writing skills.

AP Chemistry

1 weighted credit

AP Chemistry is equivalent to a college level general chemistry course that provides rigorous study in four major areas: structure of matter, states of matter, reaction and descriptive chemistry. Students must be highly motivated to tackle this rigorous course. At the end of the year, students are encouraged to take the Advanced Placement Examination for college credit. The student will demonstrate a basic understanding of, and the ability to apply, mathematical solutions to problems involving atomic theory and structures, chemical bonding, nuclear chemistry, kinetic theory, solutions, reaction types, stoichiometry, equilibrium, kinetics, thermodynamics, and descriptive chemistry. Evaluation is based on homework, lab reports and

tests. Much of the class is “out of class homework” and in class “lab” based work. Out of class time requirement: 3-5 hours per week. **All students registered for AP Chemistry will be required to take a prerequisite of Prep for AP Chemistry (honors weighted credit) during the fall semester.**

Biology

1 credit

The study of biology examines characteristics of life, organic molecules, heredity, ecology, evolution, taxonomy of organisms, and scientific investigations. The final exam for this course is a state-mandated End-of-Course test to be taken at the end of the year. A form of Biology (standard, honors, or AP) is required for graduation.

Honors Biology

1 weighted credit

The study of biology examines characteristics of life, organic molecules, heredity, ecology, evolution, taxonomy of organisms, and scientific investigations. This class is rigorous and hands-on, so students are expected to devote a significant amount of time studying outside of school to allow time for discussion, labs, lab reports, and analysis during class time. The final exam for this course is a state-mandated End-of-Course test to be taken at the end of the year. A form of Biology (standard, honors, or AP) is required for graduation.

AP Biology

1 weighted credit

The pre-requisites for taking AP Biology are a B or better in Chemistry or Honors Chemistry and a teacher recommendation. The AP Biology course is highly rigorous and designed to be the equivalent of a year-long college introductory biology course. AP Biology differs significantly from basic and honors biology courses due to the range and depth of topics covered, the kind of laboratory work, and the time and effort required of students. A score of 3 or better on the AP Biology exam exempts the student from freshman biology at some colleges and universities. Students must also take the state-mandated Biology EOC to earn the Biology credit required for graduation. **All students registered for AP Biology will be required to take a prerequisite of Prep for AP Biology (honors weighted credit) during the fall semester.**

Earth and Environmental Science

1 credit

This course studies the Earth’s role as a body in space, processes and forces affecting the lithosphere, hydrosphere, atmosphere and how they individually and collectively affect the biosphere. This course also deals with environmental issues, such as global climate change, human interaction with the Earth’s geologic and environmental system. This course evaluates how likely humans are to ensure the ability to live sustainably on Earth. Hands-on application in the form of scientific inquiry, experimentation and technological design will reinforce concepts for mastery of content. This course follows the adopted North Carolina Essential Standards for Science.

Honors Earth and Environmental Science

1 weighted credit

This course studies the Earth’s role as a body in space, processes and forces affecting the lithosphere, hydrosphere, atmosphere and how they individually and collectively affect the biosphere. This course also deals with environmental issues, such as global climate change, human interaction with the Earth’s geologic and environmental system. This course evaluates how likely humans are to ensure the ability to live sustainably on Earth. Hands-on application in

the form of scientific inquiry, experimentation and technological design will reinforce concepts for mastery of content. This course follows the adopted North Carolina Essential Standards for Science. Honors Earth/Environmental Science is a rigorous curriculum designed to allow motivated students to conduct an in-depth study. Students are expected to work independently on a variety of assignments and accept greater responsibility for their learning. Students will be required to perform out-of-class projects and write formal laboratory reports.

AP Earth and Environmental Science

1 weighted credit

This is a college level course revolving around the interdependence of various systems on earth, both renewable and nonrenewable resources, consequences of pollutants, social and political issues, conservation, and concerns for the future. Laboratory and field studies will follow the recommendations set by the College Board. This course will challenge students to evaluate the issues concerning the impact of science on the environment. Students must pass the AP exam to receive college credit. **All students registered for AP Earth and Environmental Science will be required to take a prerequisite of Prep for AP Earth and Environmental Science (honors weighted credit) during the fall semester.**

Social Studies

World History

1 credit

Students taking this course will study major turning points that shaped the modern world. Students will develop an understanding of the historical, political, social, economic, geographical, and cultural issues that still affect current world issues. Historical perspective and intellectual analysis will broaden as students examine how various civilizations have dealt with continuity and change, war and peace, economic prosperity and depression, technological innovations, and various political systems.

Honors World History

1 weighted credit

Follows the same outline of the standard course, but requires more independent research and assesses students at a higher level. Students taking this course will study major turning points that shaped the modern world. Students will develop an understanding of the historical, political, social, economic, geographical, and cultural issues that still affect current world issues. Historical perspective and intellectual analysis will broaden as students examine how various civilizations have dealt with continuity and change, war and peace, economic prosperity and depression, technological innovations, and various political systems.

Civics and Economics

1 credit

Civics and Economics lays the foundation of the American political and economic system. Students will learn how local, state, and national government function and how to become active, engaged, and informed U.S. citizens. The three branches of government along with political parties and elections are also essential to the class. The economy of the United States and personal finances are also covered as part of the class.

Honors Civics and Economics

1 weighted credit

Honors Civics and Economics lays the foundation of the American political and economic system. Students will learn how local, state, and national government function and how to become active, engaged, and informed U.S. citizens. The three branches of government along with political parties and elections are also essential to the class. Students will also examine other types of political systems. The economy of the United States, global economic influences, and personal finances are also covered. Intellectual thinking and practical skills will be developed throughout the course.

American History I

1 credit

The American history course is designed to give students a foundation in American history from the colonial period until the present. The course gives students a framework for studying political, cultural, military, social, and economic change in the country and how those changes affected the events we have today.

Honors American History I

1 weighted credit

The American history course is designed to give students a foundation in American history from the colonial period until the present. The course gives students a framework for studying political, cultural, military, social, and economic change in the country and how those changes

affected the events of today. Critical thinking and analysis of primary sources are emphasized as ways of understanding how the past affects the future.

American History II

1 credit

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

Honors American History II

1 weighted credit

This course is a study of the turning points, conflicts, and changes in the United States from the late 1800's to the present. Students will be required not just to learn the "facts," but to analyze information and draw conclusions. Additional requirements including but not limited to individual research, analytical readings and written essays are required, due to Honors designation.

Turning Points in American History

1 weighted credit

This course will emphasize in greater depth, 10 – 15 key turning points in American History. These turning points will be events in our nation's history caused by, and subsequently contributing to, major social, cultural, political, and economic events. A major element of each turning point should be an understanding of historical methods and the use of historical inquiry. Students will be required to create, evaluate, and analyze topics in United States History. Students will be required to do in-depth research in this course. **This is a pre-requisite to take AP U.S. History in the spring.**

AP US History

1 weighted credit

AP US History is a college level survey course covering American history from the Pre-Columbian period to the present. Using chronological and thematic approaches to the material, the course exposes students to extensive primary and secondary sources and to the interpretations of various historians. Special emphasis is placed on critical reading and essay writing to help students prepare for the AP examination. The course is structured chronologically into 9 units. **Pre-requisite: Turning Points in American History.**

Math

Foundations of Math I

1 credit

This course introduces algebraic symbolism, combining like terms, solving equations, and graphing. Foundations of Math I also reinforces adding positive and negative integers, formulas and single step equations. This course is ideal for those who need to strengthen their mathematical foundation or for those who have not yet been introduced to Pre-Algebra skills and concepts. Elective Credit will be given and students may be required to double up on math courses in order to earn enough credits for graduation.

Math 1

1 credit

Math 1 is a required course for graduation and focuses on extending concepts attained in middle school. The primary focus is on functions and their connections to the real world. The functions studied in this course include linear functions, quadratic functions, and exponential functions. Basic geometry concepts will be covered in preparation for Math 2 with a focus on properties of 2-dimensional and 3-dimensional shapes. Students will also summarize, represent, and interpret data. This course does have an End-of-Course test requirement upon completion.

Math 2

1 credit

This course is required for graduation. Most colleges also require a successful completion of Math 2. Math 2 continues the development of the students' familiarity with algebraic and spatial concepts. We look at basic linear functions and expand our understanding to quadratic, polynomial, radical, rational, and exponential functions. We learn to extract meaning from the coefficients of the functions and analyse the behaviour of the functions. We also realize the connection between the graphical, algebraic, and numerical expressions of the functions. Starting with transformations of geometric figures we look at the connections between those transformations and congruence and similarity. We learn to calculate areas and volumes of 2 dimensional and 3 dimensional figures and look at the relations between linear, plane, and solid dimensions. There is also a statistical unit in which we look at the real world uses of probability theory, central tendency, spread, and combinatorics.

Honors Math 2

1 weighted credit

Honors Math 2 uses the base of Math 2 but looks more deeply into the relation between coefficients of functions and the real world, proofs of Geometric Theorems and gaming theory and fair game in the probability unit. The use of technology will create the sense that we are engaging in scientific inquiry in a laboratory setting.

Math 3

1 credit

Math 3 is designed to extend concepts and skills developed in Math 1 and Math 2. Students will take what they know about functions and extend it to include polynomial, rational, and radical functions. Quadratic functions will be extended to include complex numbers and solving exponential equations will extend to include logarithmic equations and models. They will model real life situations and learn to analyze data to fit the best model through problem solving.

Honors Math 3**1 weighted credit**

Honors Math 3 takes the core of Math 2 and extends it to include graphing and applications of basic trigonometry. There will be a strong focus on graphing functions and making connections between the transformations of those graphs as well as connections to using the graphs in the real world.

Advanced Functions and Modelling**1 credit**

AFM is a laboratory course. We will deal with functions from Math 1, 2, and 3, linear, piecewise, recursive, exponential, quadratic, trigonometric, and statistical, but without exception from a real world, technologically engaged perspective. Each unit is anchored with one or more experiments and simulations which reveal the meaning of the coefficients and structure of the function. AFM strives to be, at the same time, fun, engaging and instructive...no, revealing. It was created to be the fourth math for those not interested in the pre-calc/calculus sequence.

Honors Discrete Math**1 weighted credit**

This course is an introduction to probability and statistics with emphasis on techniques and applications that are useful in business, engineering, social and biological sciences. Statistics acquaints students with the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students will frequently work on projects involving the hands-on gathering and analysis of real world data. Ideas and computations presented in this course have immediate links and connections to actual events. Computers and calculators will allow students to focus deeply on the concepts involved in statistics. **Pre-requisite: Math 3**

Honors Pre-Calculus**1 weighted credit**

Pre-calculus is the fourth math for those interested in pursuing a calculus sequence. We will look at trigonometry, advanced functions, analytical geometry and data analysis toward preparing for calculus study. Lots of experiments and simulations using data gathering technology and advanced calculator/computer analysis will be included along with the theoretical approach.

Honors Calculus**1 weighted credit**

This course is designed to introduce students to the basics of calculus and elementary functions. There will be a focus on critical thinking and providing experiences through applications and technology. This course is recommended for students who have a strong mathematical foundation in algebra and geometry concepts as well as trigonometry. **Pre-requisite for AP Calculus.**

AP Calculus AB**1 weighted credit**

AP Calculus is a college preparation course that, with a passing grade on the AP exam, will enable students to earn college credit for first year Calculus. Some of the topics covered include limits, continuity, derivatives, applications of derivatives (related rates, curve-sketching, optimization), integrals, applications of integrals (volumes, accumulation of change, differential equations), and techniques of integration. This class will be yearlong and the **prerequisite is a C or better in Honors Pre-Calculus.**

Elective Courses:

All electives offered at UCA are taught through a “STE³AM lens”. Integrating Science, Technology, Engineering/Entrepreneurship/Environmental Literacy, Art, and Math into multiple disciplines is just one way that UCA offers students a diverse and rich learning experience. Experiential learning made possible through project based teaching styles supports this initiative. Students are able to explore cross-curricular education through this specialized instruction.

Science Electives:

Introduction to Horticulture

1 credit

Introduction to Horticultural is a course designed to give students a background in the field of horticulture and its many career opportunities. It addresses the biology and technology involved in the production, processing, and marketing of horticultural plants and products. Topics covered may include: reproduction and propagation of plants, plant growth, growth media, hydroponics, floriculture and floral design, management practices for field and greenhouse production, interior plantscapes, marketing concepts, production of herbaceous, woody, and nursery stock, fruit, nut, and vegetable production, integrated pest management and employability skills. Students participate in a variety of activities including extensive laboratory work.

Health Team Relations I

1 credit

This course is designed to assist potential health care workers in their role and function as health team members. Topics include terminology, the history of health care, health care agencies, ethics, legal responsibilities, careers, holistic health, human needs, change, cultural awareness, communication, medical math, leadership, and career decision making. English language arts are reinforced. Work-based learning strategies appropriate for this course include service learning, field trips, and job shadowing. Apprenticeship and cooperative education are not available for this course. English language arts and social studies are reinforced in this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills to authentic experiences.

Allied Health Science

1 credit

Prerequisite: Health Team Relations I

This course focuses on human anatomy, physiology and human body diseases and disorders, and biomedical therapies. Students will learn about health care careers within the context of human body systems. Projects, teamwork, and demonstrations serve as instructional strategies that reinforce the curriculum content. English language arts and science are reinforced in this course. Work-based learning strategies appropriate for this course include service learning and job shadowing. Apprenticeship and cooperative education are not available for this course. Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. Biology is recommended as preparation for this course.

Introduction to Agriculture and Farming**1 credit**

The nature of this course is to provide students with an introduction to careers and the fundamentals of agricultural science and farming. Topic to be covered may include: agricultural literacy, basic principles of and employability in the agricultural/horticultural industry, basic agribusiness principles and skills, developing leadership skills in agriculture, and supervised experience in agriculture/horticulture purposes and procedures. Instruction includes not only agriculture education standards but many academic standards are included through the use of “hands-on” problem-solving activities.

Introduction to Engineering**1 credit**

Students dig deep into the engineering design process, applying math, science, and engineering standards to hands-on projects. They work both individually and in teams to design solutions to a

Applied Robotics**1 credit**

This project-based course introduces students to the fundamentals of robotics including the building and programming of autonomous robots using basic sensors and visual programming tools. Students also gain teamwork and design experience. Topics include basic sense and response programming, gears, and rotary-linear motion assemblies.

Anatomy and Physiology (Pre-Requisite: Biology)**1 credit**

Anatomy and Physiology covers the basics of human anatomy and physiology including anatomical terminology, basic biochemistry, cells and tissues, and the skeletal, muscular, nervous, endocrine, cardiovascular, lymphatic/immune, respiratory, digestive, urinary, and reproductive systems, common human disease processes and the body’s management of those disorders.

THIS COURSE WILL REQUIRE STUDENTS TO DISSECT.

Biotechnology (Prerequisite OR Co-requisite: Biology)**1 credit**

This inquiry-driven course is designed to develop your critical thinking and analytical reasoning skills in the specific context of Biotechnology and its 21st century applications. We will explore a plethora of technologies used in the fields of genetic engineering, forensics, agriculture, bioremediation and medicine in order to give you a basic but fundamental experimental skill set which can be applied in future laboratory experiences or real- world scenarios. Furthermore, we will emphasize key practical skills including exercising the appropriate: application of scientific methodologies; selection of objective primary literature; presentation or interpretation of quantitative and qualitative data sets; synthesis, presentation or communication of scientific knowledge. Together, these objectives will provide you with new insights and skills on which to base your future studies and scientific endeavors.

Social Sciences:

AP Psychology

1 weighted credit

The Advanced Placement 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. The Advanced Placement Psychology course will offer students the opportunities to learn about the explorations and discoveries made by psychologists over the past century. Students will get the chance to assess some of the differing approaches adopted by psychologists, including biological, behavioral, cognitive, humanistic, psychodynamic, and sociocultural perspectives. Students will also learn the basic skills of psychology research and develop critical thinking skills. The Advanced Placement Psychology course aims to provide students with a learning experience equivalent to that of most college introductory psychology courses. This course will prepare students to successfully complete the AP Psychology Exam.

Cultural Studies

1 credit

This class is meant to foster inquiry and understanding of the many diverse cultures in our world day. We live in a multicultural nation and operate in an increasingly globalized international system making knowledge of cultural similarities and differences a necessity. To accomplish this goal, the class is divided into three sections: past, present, and future. Students will study ancient civilizations, analyze present day cultures from various regions of the world, and then students will use the knowledge they have gained to predict what a specific culture will look like in the future. Not only will students learn about these cultures, but they will experience them through music, literature, art, food, etc.

America At War

1 credit

This elective will explore the causes and effects of wars throughout America's history, beginning with the American Revolution through present day. While teaching about the details of conflicts throughout US history, America At War will pay special attention to covering "OURstory," including covering the roles of women, children/young adults, and minorities throughout America's military history. This elective will also go in-depth into the effects that different wars have had on both America as a whole, as well as individuals who lived through it. The class will take a field trip to a battlefield.

Military History of the Civil War

1 credit

This course will explore the military history of the American Civil War. It will look in depth at the Eastern and Western Theaters of the war, focusing on the major campaigns, battles, and military leaders and on the experiences of the common soldier. Students will learn about Civil War strategy, tactics, and drill. The course will include a mix of lecture, outdoor hands-on activities, and in-class project-based learning. We will also take a field trip to a Civil War battlefield. This course will make you read, think, and create.

American Rebellion: A History of Rock and Roll**1 credit**

A class that studies popular musical genres of the last 150 years (rock and roll/hip hop/folk/r&b/blues) through a historical lens would be a story of American culture and society. Students will explore things like impact of art on society, human expression, storytelling, myth/legend creation and developments in technology. The main theme will be how Americans have expressed themselves with music and how that is a primary document that can teach us about the past and the issues that affected them in their time. Looking at the Civil War Generation, Civil Rights Movements and the 1980's, students will spend 18 weeks analyzing the relationships among these and other topics that include Jim Crow, baby boom, civil disobedience, youth culture, the British Invasion and the Vietnam war.

Carolina History and Haunts**1 credit**

In this class we will examine and explore the history of ghosts and their haunts, and folklore of the Carolinas. Throughout history every culture has had their own unique theory about the afterlife. In the United States it has become a popular past time to read about, watch movies on, and search out ghosts. We will be examining stories, legends, and locations across the country that have their own ghosts and ghost stories. We will explore the truth behind these stories and search for evidence that explains the why and how behind the ghosts. We will answer the following questions: Do they really exist? What sources are reliable? What are the stories behind the story/legend? Or are these "ghosts" all part of creating a scary form of entertainment? Is there any truth to local folklore? Students will be required to do research, write reports/papers, and present their findings from project assignments.

Business/Technology

Computer Programming I

1 credit

Computer Programming I is designed to introduce the concepts of programming, application development, and writing software solutions in the Visual Basic environment. Emphasis is placed on the software development process, principles of use interface design, and the writing of a complete Visual Basic program including event-driven input, logical decision-making and processing, and useful output. Students will use their computers daily as a learning and assessment tool. Upon successful completion of the course, students will be prepared to move on to AP Computer Science. **Prerequisites: Algebra I is recommended and an interest in learning how to program using Visual Basic.**

Computer Programming II (Game Design)

1 credit

Prerequisite: Completion of Computer Programming I with a final grade of at least a B.

Game Design is an all-encompassing technical field, where cutting edge technology is combined with some of the most creative minds available to produce the most engaging entertainment available. The new GAME:IT Advanced course utilizes Unity as an introduction to 3D game development, covering everything needed to take a game from concept to completion. With a wide range of topics, the course will provide opportunities for students to discover passions towards technology in ways that resonate with their own interests. By the end of this course, students will have exposure to and an understanding of: object-oriented programming concepts, game development skills with Unity, 3D modelling with Blender, image manipulation with GIMP, concepts related to the design process which may translate into other fields, and abilities to communicate and collaborate on group based projects.

Small Business & Marketing

1 credit

Students will find out what it takes to market a product or service in today's fast-paced business environment. They will learn the fundamentals of marketing using real-world business examples. Students will learn about buyer behavior, marketing research principles, demand analysis, distribution, financing, pricing, and product management. In this course students will also learn the basics needed to plan and launch a personal business. Do you have what it takes to start a new business? Do you have an idea for a business but need the tools to get started? This course will provide students with the core skills needed to be successful in the business world. In this course students will study the characteristics of successful entrepreneurs and learn about self-employment and basic economic concepts related to small businesses, such as competition and production. This course will also walk students through the steps of setting up a business, including developing a business plan, a mission and a vision, attracting investors, and marketing your company.

Google Computational Thinking

1 credit

Computational thinking (CT) is a problem solving process that includes a number of characteristics, such as logically ordering and analyzing data and creating solutions using a series of ordered steps (or algorithms), and dispositions, such as the ability to confidently deal with complexity and open-ended problems. CT is essential to the development of computer applications, but it can also be used to support problem solving across all disciplines, including

math, science, and the humanities. Students who learn CT across the curriculum can begin to see a relationship between subjects as well as between school and life outside of the classroom.

Multimedia Journalism and Broadcasting:

1 credit

The UCA Times staff reports, edits and records weekly newscasts in front of a camera to broadcast on the Internet. Job duties include: interviewing sources, writing and editing news and feature scripts for television, logging and editing video, operating video cameras, sound and lighting equipment, and creating graphics using state-of-the-art technology.

Yearbook

1 credit

In this course students will gain skills in one or more of the following areas: page design, advanced publishing techniques, copy writing, editing and photography while producing a creative, innovative yearbook which records school memories and events. There is an emphasis on journalism skills in this class! Participants gain useful, real world skills in time management, marketing, teamwork, and design principles. You are required to sell yearbook advertisement for the yearbook.

Physical Education and Healthful Living

Health and Physical Education

1 credit

Required for Freshmen

This course is a combination of both Health and Physical Education curriculum. The course follows the guidelines put in place by the NC Essential Standards and is required to complete for graduation. During the Physical Education portion of the curriculum, students will learn motor skills and movement concepts as well as the health benefits of living a healthy and physically active lifestyle. In order to accomplish these learning goals, students will participate in a variety of modified games, sports, and lifestyle activities.

The Health portion of the curriculum will focus on educating students in strengthening physical, mental, and emotional well-being. Some of the topics included in the health curriculum consist of personal and consumer health; nutrition and physical activity; mental and emotional health; reproductive health; and alcohol, tobacco, and drug prevention.

Advanced Physical Education

1 credit

The majority of the time spent in Advanced PE will primarily focus on increasing physical fitness and introducing students to life skill activities. Students will also learn about the impact that physical activity has on the communities and the environments that we live in. Students will learn these key components by participating in a variety of physical activities, research and educational videos.

Advanced PE: Basketball

1 credit

Students will engage in a close study of basketball, including the history of the sport, rules and regulations, and specific skill work. Students will also explore and practice the concept of teamwork and what it takes to be a successful team member.

Advanced PE: Wrestling

1 credit

Students will learn the history of wrestling as a sport, including rules and regulations. Students will also learn specific techniques and participate in strength training drills to improve weaknesses and prevent injuries.

Weight Training

1 credit

This course will place an emphasis on increasing physical fitness and agility through muscular strength and endurance, flexibility and by strengthening the cardiovascular respiratory system. Students will participate in and develop workout programs/routines as well as learn specific anatomy and how different muscular groups function and how we are using these muscles in our Weight Training course. Students will also have the opportunity to learn about the benefits and risk factors involved with training supplements as well as new environmental training techniques such as Cross Fit exercises.

Women's Sports and Female Fitness

1 credit

This course is designed to give female students the opportunity to incorporate exercise into their daily routines. Each 2 week unit is a different style of exercise, and the girls learn many ways to stay active, as well as which one fits them best. We also make sure to keep ourselves

emotionally healthy and cover topics pertaining to relationships, trust, respect, and communication as well. The sports component of this course is designed to prepare young women to enter university with the ability to be recruited to and to participate on a sanctioned, competitive athletic team. In order to accomplish this goal, the student-athletes will enhance not only their physical strengths on the field and court, but will also gain an understanding of the public relations involved with being recruited to a university team. Upon the completion of this module, students should have acquired the following skills: understanding of proper email etiquette; ability to design personal highlight tapes; gaining an understanding of the formal recruitment process and its associated questions; developing athletic skill work.

Intro to Exercise Science

1 credit

This class is designed to give students an insight of the exercise science field. We will learn basics about exercise, risk factors, and exercise prescription. We will learn about injury prevention. By the end of the class students will understand the benefits of exercise and understand how to prescribe exercise to the public. Students will be able to measure body fat and body circumference, BMI and perform simple exercise tests (push-up, curl-up, flexibility, and cardio test). This class will be lab based and hands on.

Crossfit

1 credit

This high intensity course will deepen students' understanding of the Crossfit fitness regimen. Students will explore varied techniques aimed at optimizing physical outcome in the shortest period of time. Because Crossfit is a data driven fitness program, students will track their progress and stats throughout the course and learn about the physics of range of motion. Students will implement exercise design and be able to individualize exercise regimens to gain specific results.

Performing and Visual Arts

Beginning Orchestra

1 credit

UCA Beginning Orchestra is for students who have no previous experience playing the bowed string instruments: violin, viola, cello, and bass. Students will learn the proper way to hold the instrument, how to read music through the Essential Elements series, how to play music in a group setting, and concert etiquette. The orchestra will perform at the spring concert at the end of the year with the possibility of earlier performances based on the class' progress. Students will be able to choose which instrument they would like to play. It is preferred that students purchase their own instrument. Students who wish to rent an instrument from the school will need to sign an instrument rental contract which will also include a parent's signature. Please consult the UCA Orchestra Director before renting or buying from another source as there are plenty of cheaper instruments out there that, in the long run, will hold a student back due to poor tone quality or easily breaking.

Symphonic Orchestra (one year of prior playing experience required)

1 credit

UCA Symphonic Orchestra is for students who have played at least one year in an orchestra or band class. This class is open to all instrument families including Strings, Brass, Percussion, and Woodwinds. Students will learn advanced instrument technique, further their music reading skills, and grow both as independent musicians and as members of a musical ensemble. The orchestra will perform 4 concerts during the year, attend Music Performance Adjudication, and perform at graduation at the end of the year.

Chorus

1 credit

This course will offer both boys and girls the opportunity to study and perform traditional, classical, and contemporary forms of choral music. Students will learn about proper singing technique through the rehearsal process. They will also work on music reading school through rhythm and note reading exercises. Member of the ensemble will sing in 3 part (SAB) or more, learning to maintain their part as part of an ensemble. Students will be required to perform at 4 school concerts, Music Performance Adjudication (MPA), and graduation.

Advanced Vocal Ensemble

1 weighted credit

This is a year-long, upper-level performance opportunity offered to experienced music students who are accomplished in vocal performance. This will be an auditioned ensemble available to Junior and Senior students. Students will continue to develop vocal technique and musicianship as well as develop critical thinking skills through the analysis of musical elements, including form and text. Students are expected to participate in the final concerts in both the fall and spring semesters as well as a few other performance opportunities that arise throughout the year. Students will also perform at Music Performance Adjudication (MPA) and graduation at the end of the scholastic year.

Guitar

1 credit

In this class students will learn the basics of playing guitar in styles such as rock and roll, bluegrass, country, and classical. They will learn about the genres of music that feature the guitar as well as famous guitar players. The goal for this class is for students to leave with a foundation for playing the guitar with the hope that they will go on to learn songs that they desire to play.

Students are expected to provide their own ACOUSTIC guitars for class. The school owns 3 guitars for students to use, and they are provided to students on a financial need basis. Students who rent instruments from the school are required to fill out a rental policy form and have their parents sign it before they are allowed to use these instruments.

Dance I

1 credit

Dance I offers an introduction to dance. Beginner through advanced levels are welcome! Projects will be broken up accordingly. This course will include strength building, conditioning, flexibility, dance terminology, dance skill in several dance genres (including ballet, technique, jazz, contemporary, musical theater and hip-hop) basic dance history, memorization and improvisation. They will learn and understand counting music and music phrasing. Students will be provided the opportunity for both individual and group projects throughout the course. We will use therabands, yoga blocks, yoga rollers and balance boards to aid in developing strength and control. If you enjoy moving, exploring, performing, learning and living...Dance I is the class for you!

Dance II

1 credit

Dance II recommends (however does not require) completion of Dance I. This course will continue to build in strength, conditioning and flexibility. Dance II offers a more in-depth look at each genre of dance with increased opportunities for choreography at a more advanced skill level. Dance II will look further into dance terminology and dance history. In this course, the student will also begin to learn and understand kinesiology. We will use therabands, yoga blocks, yoga rollers and balance boards to aid in developing strength and control. If you enjoy moving, exploring, performing, learning and living... Dance II is the class for you!

Dress code for Dance I and Dance II:

Ladies: Black leotard, pink tights, split sole leather or split sole canvas ballet shoes. Ladies will be allowed to wear black dry fit shorts over their leotards. Hair must be completely secured off the face.

Gentleman: Black gym shorts and a white T-shirt and black canvas split sole ballet shoes. Hair secured off the face for those with long hair.

Students will be given ample time at the beginning and end of each class to change.

Art I-Introduction to Artistic Traditions

1 credit

In this course, students will gain many artistic skills through exploring visual art history, learning the basic fundamentals of design, and experimenting with different media and artistic styles. These goals will be accomplished by introducing the students to and having them practically engage with the seven elements of design-line, color, texture, value, space and form. By engaging with project-based learning, students will hone their artistic skills and through research, they will learn about the social relevance to varying artistic movements in their chronological periods.

Art II - Advanced Artistic Techniques

1 credit

Art II is an extension of the introductory course, and emphasizes a higher level of artistic study and academic discipline than its prerequisite. In this module, students will build upon the fundamentals to which they were introduced in the preliminary course. There will be an

increased focus on art history and the historical exploration of artists, which will lead to the students imitating the stylistic choices of specific artistic movements with their own works.

Art III Advanced Artistic Traditions

Teacher Recommendation Required

1 credit

Art III emphasizes a higher level of artistic study and academic discipline than its prerequisite. In this module, students will build upon the fundamentals to which they were introduced in the preliminary course while allowing a lot of independent study. This challenging course is design for students who truly want to improve on their own personal artistic skills. There will be a lot of STUDENT CHOICE and independence. This is to promote personal growth for each student based off of their own interests. Students will generate their own project assignments. Students will be required to show their detailed plans in writing and create a pacing calendar for their individual projects. During this time, student's grade will depend on the plans, calendars, artist statements and the art pieces. Topics that will be discussed and practiced in class: modified life art (human anatomy), advanced portraits, landscapes, plain air art, controversial/political art and conceptual/environmental art.

Recycled Art

1 credit

In this course, students will gain many artistic skills through exploring the basic fundamentals of design by using ONLY recycled media. Along with students learning many visual artistic skills they are also learning the importance of being resourceful. Students are learning out to reuse sources to give the material new aesthetic life and help bring awareness to the importance of recycling.

Mural Art (Prerequisite: Art I and Art II)

1 credit

Students will work collaboratively to design and create school murals. Students will use the principles and elements of design to develop the murals aesthetically and they will think critically about the subject of the murals to create meaningful and effective murals.

Introduction to Glassblowing and Clay Sculpting

1 credit

Through UCA's partnership with STARworks, students will have the opportunity to participate in an eighteen week course with a concentration in glassblowing and clay hand-building. Students will join Joe Grand from the Glassblowing team and Erin Younge from the Clay Studio to learn the fundamentals of glassblowing and clay working. With a focus on clay the first nine weeks, students will learn to sculpt and understand the chemistry of clay. The second half of the semester will focus on the history and basic techniques of glassblowing. Students will be required to travel to STARworks by their own means. This class will meet from 1:00-5:00 every Friday of the 2017 fall semester. **This course requires administrative approval.**

Digital Photography I

1 credit

Digital Photography is a course that focuses on understanding the basic operations and functions of a digital single lens reflex camera and the manipulation of its settings to achieve a specific result. Students will learn about photographic elements of art and principles of design, composition, and lighting. Students will explore the history of photography, learning about its scientific and technological developments, important innovators in the field, and relevance within diverse cultural contexts. Students will write and speak about aesthetic, technical and

expressive qualities in a photograph, learning to critique their own and others work. Students will learn image techniques and digital manipulation using GIMP and other open-source software, teaching them how to archive, organize and optimize their photographs for print or web purposes. Students will learn how to manage and creatively alter digital images as well as critically analyze the use of visual media as a means of communication in our society today. Students will be provided a greater level of autonomy, expected to pursue their own interests and develop an individual voice. Students will explore the significance of photography within the larger context of the art world and learn about the critical and varied application it has to the modern working world.

Digital Photography II

1 credit

Prerequisite: Digital Photography I

This course is an advanced course in Digital SLR photography. Students will explore technical, artistic, and commercial aspects of photography. The course will include on and off camera flash techniques, studio strobe usage, advanced digital camera operations and creative digital darkroom techniques with the use of open-source software. Class time will enable students to work on independent and cooperative explorations. Students will prepare a portfolio of work to exhibit at the completion of the course. Students will also produce a website for their photography work and learn ways to market their photography and get work in the field.

Maker's Space (Graphic Design & Applied Arts)

1 credit

This course focuses on the similarities between art and graphic design, and reinforces the common foundation of technique, materials, and craft. It will give students exposure to design thinking and the design process as a way of introducing them to visual communication. In addition to visual communication, a core focus of this course is on design thinking, a strategic form of creative problem solving that is not limited to graphic design, or even art, but is being applied to a diverse range of problems. Its focus is on how people communicate visually and how to utilize design thinking to help students prepare for any occupational or academic field they may choose. The role of graphic design is not only to communicate and explain, but to be the catalyst that propels a viewer to a new way of seeing, experiencing, and thinking about the world. Successful design comes from empathetic people, not machines and technology.

Foreign Languages

Spanish I

1 credit

Spanish I is an introductory course for students who have little or no previous study of Spanish. Through an emphasis on listening, reading, writing, and speaking, students will learn basic vocabulary, conversations, and grammar. Students are expected to practice speaking and study the daily lessons at home each day. This course will be an immersion experience, which introduces the language and culture through repetition and interaction with video, news, games, and other media. Students will demonstrate their Spanish skills by making Google presentations or Prezis, drawings, games, and skits that they write and perform in groups. Throughout the course, formal writing, speaking, and listening assessments will be given to encourage students to study at home.

Spanish II

1 credit

Spanish II is a continuation of the material that students learned in Spanish I. Students will build their vocabulary, integrate more advanced grammar into their conversation skills, and further their understanding of cultures where Spanish is spoken. In order to demonstrate Spanish comprehension, students are expected to speak only Spanish during class, unless the class is engaged in a translation exercise where English is necessary. Throughout the course, students will engage in making mini-projects to complete a portfolio, which will showcase their journey and development of Spanish language skills. Though each student is responsible for an individual portfolio, working with other students is encouraged, as these projects will include writing, drawing, and a Vlog of their speaking skills. Formal speaking, listening, and writing assessments will be given throughout the course to check for comprehension.

Honors Spanish III

1 weighted credit

Spanish III explores deeply into potential issues of the Spanish language in each student's possible occupation. Students are required to keep an online portfolio that will show their progress through this course. Spanish III students will also explore a wide range of topics in Spanish-speaking culture such as current events, art and culture. Students
Prerequisites: High School Spanish II and teacher recommendation.

Mandarin Chinese I

1 credit

Mandarin Chinese I is an introductory course to Mandarin Chinese. Though students will receive instruction in all four aspects of the language (oral, listening, reading, and writing), during the early stages of their Chinese studies, class time will primarily be devoted to acquiring basic oral and listening skills. Once students are more familiar with structural conventions, they will be challenged with reading and writing materials that include some unknown characters in order for them to develop their skills under more authentic circumstances. In addition to gaining communicative and linguistic competence, students will be exposed to the Chinese culture in order to better understand the cultural context in which their language skills will be used. The course will provide students with the ability to communicate interpersonally in daily life. Topics will include greetings, basic introductions, making appointments, location, countries, languages, descriptions, shopping, and food. A proficiency exam will be given at the end of the course.

Mandarin Chinese II**1 credit**

This course builds on the skills introduced in Chinese I. Aural comprehension, pronunciation, and speaking exercises facilitate oral communication. Additional vocabulary and grammar are introduced to further develop reading and writing skills. Students expand their capacity to read and write Chinese characters. Students continue to study Chinese history, culture, and society. A proficiency exam will be given at the end of the course.

Randolph Community College Partnership

The North Carolina [Comprehensive Articulation Agreement \(CAA\)](#) is a statewide agreement governing the transfer of credits between NC community colleges and NC public universities and has as its objective the smooth transfer of students. The CAA provides certain assurances to the transferring student; for example:

- Assures admission to one of the 16 UNC institutions (Transfer Assured Admissions Policy)
- Enables NC community college graduates of two-year Associate in Arts and Associate in Science degree programs who are admitted to constituent institutions of the University of NC to transfer with junior status.

For more information: [Click Here for Link](#)

The partnership between UCA and Randolph Community College utilizing North Carolina's Career & College Promise (CCP) allows students to begin taking RCC courses once they reach junior status at the high school level. To be recognized as a junior, students must have successfully completed 13 high school credits with English 2 being one of those 13. Students who maintain a 3.0 GPA or higher while obtaining junior status are eligible to take courses at RCC. There are required test scores that students must obtain prior to taking RCC courses. [Click Here for Test Score Requirements](#). However, RCC does offer many classes in the career technical field that do not require test scores.

UCA has derived 4 educational opportunities that our students can take part in while attending high school.

4 Opportunities of College Credit Career & College Promise

Opportunity 1: High school juniors or seniors can begin taking RCC courses. Tier 1 is for those students who want to sample a course or two to challenge themselves with college level courses. Each course taken at RCC will count as a high school elective unless they are on the approved list of courses that will count as high school core classes. Courses taken individually may or may not transfer to colleges or universities. It is the students responsibility to reach out to the college or university they wish to attend and confirm that the courses they are taking are transferable.

Opportunity 2: RCC offers 19 Career Technical Education Pathways from which students can choose. Students can earn certificates in any of the following pathways that will jumpstart them towards their Associate Degree in that field or prepare them to go straight to work.

Link: [Link to RCC Career Technical Education Pathways](#)

- Link to [Adverting & Graphic Design](#)
- Link to [Automotive Systems Technology](#)
- Link to [Business Administration-Marketing](#)
- Link to [Collision Repair & Refinishing Technology](#)
- Link to [Computer-Integrated Machining-Fundamental Machining](#)
- Link to [Criminal Justice Technology](#)
- Link to [Early Childhood Education Foundation](#)
- Link to [Electrical Systems Technology Wiring](#)

- Link to [Healthcare Management Technology](#)
- Link to [Information Technology Integration - Support Specialist](#)
- Link to [Interior Design - Architectural Technology and Design Certificate](#)
- Link to [Manicuring/Nail Technology](#)
- Link to [Mechatronics Engineering Technology](#)
- Link to [Medical Office Administration](#)
- Link to [Therapeutic & Diagnostic Services-Nursing Assistant](#)
- Link to [Therapeutic & Diagnostic Services-Medical Assistant](#)
- Link to [Therapeutic & Diagnostic Services-Radiography](#)
- Link to [Welding Technology](#)

Opportunity 3: UGETC (Universal General Education Transfer Component Courses)

UGETC is one full year of college credit towards a Bachelor's degree that students can earn while attending high school. If a student completes all the requirements, the credits they earn are guaranteed to transfer to any of the 16 North Carolina state funded colleges or universities. To take courses in the UGETC program, students must have qualifying scores. Below are the requirements to obtain UGETC towards and Associate in Arts and Associate in Science. Note: Both programs require 10 courses as well as ACA 122, a one semester hour credit (SHC) that is an introductory course to college readiness.

[Link to Associate in Arts](#): The top portion of this PDF shows the UGETC requirements for an AA.

[Link to Associate in Science](#): The top portion of this PDF shows the UGETC requirements for an AS.

In order to be eligible to take classes their junior year, students will need to have obtained 13 high school credits with one of those credits being English 2. If a student wants to begin this process the first semester of their junior year, this means their schedule will contain 2 RCC courses each semester of their junior year and 3 each semester of their senior year.

Opportunity 4: Full Associate Degree (Associate in Arts or Associate in Science)

An associate degree is two full years of college that is guaranteed to transfer to any of the 16 North Carolina state funded colleges/universities. This means students will go to college as juniors. At this point, students can choose to register for college as transfer students or as newly incoming students with two years of credit. There are benefits to both options and each student will have to determine which option is best for them. To complete the full associate degree while in high school, students must have completed one high school credit in middle school, obtain qualifying scores, and complete the UGETC as mentioned above. An associate in arts/science requires all the UGETC credits as well as 10 additional RCC courses. In order for this to be possible, students will need to have completed 13 high school courses, one of those being English 2, and take 4 RCC courses each semester beginning with the second semester of their sophomore year. That means students will need to enroll in one high school class on our campus and 4 RCC courses each semester. The links above show you the requirements for the full associate degrees in arts and science. Be reminded that North Carolina requires the following to graduate high school:

4 levels of English, 4 levels of Math, 4 levels of Social Studies, 3 levels of Science, 1 Health/PC, plus an additional 12 elective credits.

The courses RCC offers will count as high school elective credits. There are a few RCC courses that meet the state requirement for high school core classes and they are listed below:

- If a student completes ENG 231 it will count as junior level high school English. (Note: ENG 111 and ENG 112 are prerequisites)
- If a student completes ENG 241, it will count as senior level high school English. (Note: ENG 111 and ENG 112 are prerequisites)
- BIO 111 and BIO 112 together will count as high school biology requirement.
- CHM 151 and CHM 152 together will count as high school chemistry requirement.
- HIS 111 and HIS 112 together will count as high school World History requirement.
- HIS 131 will count as high school American History 1.
- HIS 132 will count as high school American History 2.
- MAT 143, 152, 171, 172, 263, 271, or 272, will count as high school fourth math requirement.
- PHY 151 and PHY 152 together will count as high school physical science requirement.
- PHY 251 and PHY 252 together will count as high school physical science requirement.

[Link to RCC to High School Core Requirements](#)

Please email Mr. Walker at scott_walker@uwharriecharter.org for any questions.

North Carolina Virtual Public Schools (online)

At UCA, we want our students to be successful in their academic endeavors, whether online or in the classroom. Based on past student data from online courses, students must meet the following criteria to be eligible to register for online courses:

1. Must maintain an 80 or above in most recent Math and English courses.
2. Must be a sophomore, junior, or senior. In **rare** cases, freshman may be considered for online courses. These students will be scheduled individually.
3. Students interested in online courses may take **one** course per semester.
4. Students may not take an online course if that same course is offered in a classroom setting at UCA. Special scheduling circumstances may arise and will be addressed on an individual basis.

Below are some of the more popular course offerings available through NCVPS. For a comprehensive list of courses, please visit the following website:

<https://ncvps.org/ncvps-course-catalog>

Success 101 (online)

1 credit

This course focuses on providing high school students the skills necessary to be successful during their secondary and post-secondary educational career. Emphasis will be placed on the acquisition of study skills, development of techniques for time management, procedures for Internet use, and learning modalities unique to individual students. In addition, students will analyze the importance of post-secondary education by exploring everyday living expenses through real-life applications and researching career and post-secondary opportunities. The use of technology to prepare and present information, conduct research, develop media skills, and apply problem-solving strategies in the academic disciplines are included. This course requires completion of 4 final projects which assess student understanding of the course content by applying 21st Century Themes and Skills.

SAT Prep (online)

1 credit

SAT Prep is a course designed to help prepare students for the SAT test. In addition to reviewing the basic verbal and mathematical skills assessed on the SAT test, students have access to test-taking strategies specific to the exam, real student work samples with explanations, grading rubrics for peer and self-assessment, practice tests with complete multiple-choice assessments, essays prompts, and study resources. Instruction, followed by collaborative, guided, and independent practice, provides the foundation for the course. Students spend nine weeks working on the verbal and writing component of the SAT and nine weeks working on the mathematics component of the SAT. Upon successful completion, students will possess the tools necessary to complete the SAT to the best of their ability.

AP Art History (Yearlong)

Course Code: 54487X0 (5A007X0 for 2015/16)

Course Level: Advanced Placement

Course Offering: Year-long for 1 credit

Course Description

This is a year-long course that requires a 90-minute daily class amount of time. Also, students need to spend time working at home a minimum of 30 minutes daily on the textbook readings, class discussions, assignments, and tests. Art is the reflection of the time, place, and people that produced it. The Advanced Placement Art History course is designed to provide the same benefits to you as high school students that are provided by an introductory college art history course—those being an understanding and enjoyment of architecture, sculpture, and other art forms within their historical and cultural context. During the course we will examine major forms of artistic expression from the past and the present from a variety of cultures. Students will learn to look at works of art critically, with intelligence and sensitivity, and to analyze what you see. All students successfully completing the AP Art History course should gain an in-depth knowledge of the subject, as well as form disciplined study habits that can contribute to continued success at the college level. The course requires a high degree of commitment to academic work and to the purposes of a program designed to meet the college standards. For the latest information and services available go to <http://www.collegeboard.org/AP>

Prerequisites

No prior experience in art history is required. Students should be strong in academic courses. Strong studio art skills are not necessarily a predictor of success in this course. In general juniors and seniors in high school are best suited in terms of breadth of education—history, language arts and foreign language depth and success is a good predictor. In order to be successful in AP Art History, students will need general computer knowledge and Internet access.

Textbook (Required)

Title/Edition: *Art History Combined Volume (5th Edition)*

Author(s): Marilyn Stokstad, Michael W. Cothren

ISBN-10: 0-205-87347-2

ISBN-13: 978-0-205-87347-0

Format: Alternate Binding

Published Date: January 2013

OR

Title/Edition: *Gardner's Art Through the Ages: A Global History (14th Edition)*

Author(s): Fred S. Kleiner

ISBN-10: 0495915424

ISBN-13: 9780495915423

Format: Hardback

Published Date: 2013

Textbook (Recommended)

Title/Edition: *Barron's AP Art History, 2nd Edition*

Author(s): John B. Nici, M.A.

ISBN-10: 0764146912

ISBN-13: 978-0764146916

Format: Paperback

Published Date: February 2012

While these are the latest editions, we can actually work with previous editions, as well. Contact the Art Department Instructional Leaders for confirmation. Because this is a college-level course, students will not be successful without access to this in-depth information. The text is used extensively beginning in Week 2. Alternatives are provided for the first few weeks in order to give students time to obtain texts, but this is a limited option.

AP Test

Students that take the AP exam for this course are asked to input the NCVPS Code (045) into the 'Online Provider Code' found on page 1, item G of the AP answer sheet on the day of testing so that NCVPS may receive a copy of the student's test score results for our records since these scores are needed as part of the accountability piece for NCVPS.

Course Websites

Click [HERE](#)

AP Computer Science (Yearlong)

Course Code: 25217X0 (2A027X0 for 2015/16)

Course Level: Advanced Placement

Course Offering: Year-long for 1 credit

Course Description

This is a year-long course that requires a 90-minute daily class amount of time. Also, students need to spend time working at home a minimum of 30 minutes daily on the readings, class discussions, assignments, and tests. This AP Computer Science course is an introductory course in computer science. Because the development of computer programs to solve problems is a skill fundamental to the study of computer science, a large part of the course is built around the development of computer programs or parts of programs that correctly solve a given problem. The course also emphasizes the design issues that make programs understandable, adaptable, and, when appropriate, reusable. At the same time, the development of useful computer programs and classes is used as a context for introducing other important concepts in computer science, including the development and analysis of algorithms, the development and use of fundamental data structures, and the study of standard algorithms and typical applications. Computer Science emphasizes object-oriented programming methodology with an emphasis on problem solving and algorithm development and is meant to be the equivalent of a first-semester course in computer science. It also includes the study of data structures and abstraction. For more information on the content covered by the AP course and exam, please visit:

<http://www.collegeboard.org/ap/students/compsci/index.html>

This class is available to any student who has completed Math 1 and is interested in learning to program at the college level. Although it is not required, it is highly recommended to complete an introductory programming course prior to this course. This is a college level class and will move at a considerably faster pace than the typical high school class. Students should be prepared to complete outside readings and spend many hours on the computer. You must be willing to share and help classmates throughout this class with their programming assignments. The instructor will monitor the support given to students and will intervene only when necessary.

Prerequisites

Successful completion of Math 1. An introductory programming class is not required but some type of computer programming is generally recommended. Students should also enjoy problem solving and working with computers.

Textbooks

Title/Edition: Java, An Introduction to Problem Solving & Programming, 4th Edition, 2004 (Recommended, but not required)

Authors: Walter Savitch

Publisher/Vendor: Pearson/Prentice Hall

ISBN: 0131492020 / 9780131492028

Ordering Information: <http://www.pearsonhighered.com/>
"http://www.pearsonhighered.com"

Price: \$115.00

State Adopted: No

This text is an additional resource that some students find useful. A single copy of the text as a library resource is sufficient.

Title/Edition: AP Computer Science 2015 w/cd (Recommended, but not required)

Authors: Roselyn Teukolsky

Publisher/Vendor: Barron's Education

ISBN: 978-1438005942

Ordering Information: <http://www.barronseduc.com/>

Price: \$18.99

State Adopted: No

This text is an excellent review for the AP Computer Science exam and is recommended for students sitting for the AP Computer Science Exam.

Technical Requirements/Course Materials/Software

- Microsoft Office (Word, Excel, Power Point)
- Java 7.0 update 51 Software
- BlueJ2 IDE Software

Resources:

- Java JRE 7.0 and Java JDK 7 Software:
<http://www.oracle.com/technetwork/java/javase/downloads/index-jsp-138363.html#javasejdk>
- BlueJ2 IDE Software: www.bluej.org/download/files/bluejsetup-220.exe

AP Test

Students that take the AP exam for this course are asked to input the NCVPS Code (045) into the 'Online Provider Code' found on page 1, item G of the AP answer sheet on the day of testing so that NCVPS may receive a copy of the student's test score results for our records since these scores are needed as part of the accountability piece for NCVPS.

Websites

Click [HERE](#)

Forensics

Course Code: 30202X0

Course Offering: Semester for 1 credit

Course Description

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

Prerequisites

Biology and one physical science (chemistry, physical science or physics may be taken concurrently)

Technical Requirements

Forensic Science requires access to www.explorellearning.com and Shockwave/Java/Flash for online GIZMO labs; access to www.sasinschools.com and the required plugins (Java, Acrobat Reader, Flash) will be needed. Students need access to two web browsers: Google Chrome (Windows operating system only, not supporting in Mac OS currently), Internet Explorer, Safari or Mozilla Firefox. Headphones, media player, Quicktime or VLC are required to view videos. Students should also have access to and knowledge in the use of, Microsoft Word and PowerPoint as well as a variety of web tools. Headset with mic needed for Blackboard Collaborate sessions and Blackboard IM App Share.

Course Websites

Click [here](#)

African-American Studies

Course Code: 46012X0

Course Offering: Semester for 1 credit

Course Description

Students will explore the history, culture, and contributions of African Americans to

the United States experience. Students will investigate the roles of people of African descent in all aspects of American life and culture from the African slave trade through the nineteenth and twentieth centuries and beyond. Science, history, math, architecture, literature, sports, music, dance, and oratory are just a few of the rich aspects of African American contributions to be discovered. Political contributions of African Americans will also be studied, including the accomplishments of the first African-American US President.

Prerequisites

None

Course Websites

Click [Here](#)

Leadership Development

Course Code: 95652X0 (96102X0 for 2015/16)

Course Offering: Semester for 1 credit

Course Description

Students will explore and analyze twenty qualities of effective leadership and distinguish between management and leadership. They will investigate both positive and negative leadership roles in current and historical contexts. Students will self-reflect on leadership and how it applies to their own lives. Students will develop knowledge of themselves through assessment and reflection and use that information as well as knowledge of others to improve their own leadership skills, including communication and interpersonal dynamics. Students will develop a personal leadership portfolio and will be encouraged to participate in an individualized service project in their own community. The course is appropriate for local student leaders and others who wish to explore and develop personal and group leadership skills.

For more information, including sample lessons and student comments, refer to this [Leadership Development Demo Presentation](#)

Prerequisites

none

Course Websites

Click [here](#)

Medieval Studies

Course Code: 47002X0

Course Offering: Semester for 1 credit

Course Description

This social studies course explores Medieval Europe and Asia from the days of Early

Christianity until the dawn of the Renaissance. Students investigate Christianity, the rise of the Byzantine Empire, The Islamic World, and European Invasions and how these movements influenced medieval culture, politics, and economics. Students trace medieval political threads and how they influenced each other. The course makes frequent use of the rich resources about this period available as online, textual, and visual media. Within this textbook-independent course students work both individually and as members of groups to complete assignments and projects. Medieval Studies provides students an opportunity to explore both Eastern and Western cultures during an exciting period of history.

Prerequisites

None

Course Websites

Click [here](#)

Latin I

Course Code: 12412X0

Course Offering: Semester and Year-long for 1 credit

Course Description

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

Prerequisites

None

Technical Requirements

Quicktime, Shockwave and Flash need to be installed for videos. Need to have Blackboard Collaborate Rooms setup, Blackboard IM, and a working headset. Firefox is the recommended browser for Mac users.

Security Needs: Pop-up Blocker(s) must be turned off for:

- <http://ncvps.blackboard.com>
- www.ncvps.org
- www.realkana.com
- www.screencast.com

Course Websites

Click [Here](#)

Latin II

Course Code: 12422X0

Course Offering: Semester and Year-long for 1 credit

Course Description

This course continues the study of the Latin language and Greco-Roman culture. Students learn increasingly complex functions of the language, become familiar with an increasing number of elements of the culture, and increase their understanding of English. Emphasis is placed on the development of skills in reading and comprehension of adapted Latin texts. Integration of other disciplines, with special emphasis on English Language Arts, is ongoing throughout the course.

Prerequisites: Latin I or placement test required on school site or with NCVPS world languages instructors (if there is no WL instructor on school site) to evaluate students.

Technical Requirements

Quicktime, Shockwave and Flash need to be installed for videos. Need to have Blackboard Collaborate Rooms setup, Blackboard IM, and a working headset. Firefox is the recommended browser for Mac users.

Security Needs: Pop-up Blocker(s) must be turned off for:

- <http://ncvps.blackboard.com>
- www.ncvps.org
- www.sasinschools.com

Course Websites

Click [Here](#)

Latin III Honors

Course Code: 12435X0

Course Offering: Semester and Year-long for 1 credit

Course Description

This course contains selections from Latin authors of the Republican and Golden Age of Latin literature: Cicero, Catullus, and Ovid and as such can be considered both a **Pre-Advanced Placement** course for the AP Vergil and Caesar and a capstone course in which students will at last have the opportunity to engage with Latin authors in their unaltered, original form. College-bound students can count on college admissions officers looking favorably upon this third year language course.

Prerequisites

Successful completion of **Latin I** and **Latin II** in which most, but not all, of Latin grammar has been grasped. This course begins with an intensive review, then completes the study of Latin grammar.

Elements of **Honors Latin III** syllabus skills will take into consideration the following student expectations, many of which will be beneficial to students continuing on to AP Latin or entering their first year of college:

- Translate an unadapted Latin passage into clear and coherent English

- Explain specific Latin/English words in context
- Identify and analyze noteworthy features of authors' use of imagery, figures of speech, and metrical effects
- Discuss particular motifs, allegories, symbols, relationships to modern literature
- Analyze the structure of a poem
- Scan poetic meters
- Write an expansive comparative essay (in English) that incorporate knowledge of classical Latin literature as compared with English authors, such as Shakespeare

In addition to the skills listed above, students will be expected to become knowledgeable about the **historical, cultural, and social aspects of Roman society during the Augustan Age** and be able to make contemporary comparisons in writing.

Students will also receive **practice in writing essays** requiring higher order thinking skills. This course will be presented **online** and will include written assignments, tests, projects, forums, and essay writing practice on a regular basis.

All content material for this online course may be accessed via the **course website** including grammars, poetry, dictionaries, Latin texts, and course assessment materials. There is no required textbook for this course.

Course Websites

Click [Here](#)

Summer Courses:

Limited summer courses are available through NCVPS. These courses will be at the expense of the student's parent/guardian and are to be completed at the student's home, not on UCA's campus. NCVPS summer course catalogues are released in early spring and students/parents must contact an administrator or counsellor for registration if they are interested.

Click on the following link for more information: <https://ncvps.org/ncvps-course-catalog>

Senior Scheduling Options:

The following alternative course options are available for seniors who have accrued the necessary credits to graduate. These are contingent on the student's senior schedule.

1. Internship: Seniors may procure an internship in an area of interest and submit it for approval. See Appendix C for more information.
2. Work Release: This option is offered as a pass/fail course based on work performance and hours. Students must submit weekly hour logs signed by their employer.
3. Free Block: Seniors may have a free block during 1st or 4th block if their schedules allow. See Appendix D for the early release form. This form must be completed and signed by a parent/guardian before the school year begins.

Note:

Other electives will be added as planning progresses in subjects such as technology, science, and engineering. Please check the website for these additions.

Appendix A

North Carolina Academic Scholars

In an effort to uphold the school's mission for academic rigor, Uwharrie Charter Academy will also offer the North Carolina Academic Scholars Program, which allows the school to offer every available honors-level course. Teachers are expected to provide the necessary scaffolding to help students perform at their highest potential, including remediation and tutoring.

Students must earn the minimum credits in each category in order to graduate with the designation.

Recognition of Academic Scholars:

- will be designated by the State Board of Education as North Carolina Academic Scholars.
- will receive a cord distinguishing student as an Academic Scholar to wear at graduation.
- may receive special recognition at graduation exercises and other community events.
- may be considered for scholarships from the local and state business/industrial community.
- may use this special recognition in applying to post-secondary institutions. (Candidates are identified by the end of grade 11 and their candidacy can be included in application forms and/or transcripts sent to these institutions.)

To graduate as an Academic Scholar, students must:

- Begin planning for the program before entering ninth grade to ensure they obtain the most flexibility in their courses.
- Complete all the requirements of this North Carolina Academic Scholars Program.
- Have an overall four-year un-weighted grade point average of 3.500
- Complete all requirements for a North Carolina high school diploma.

Uwharrie Charter Academy Honor Graduates

Eligibility will be determined at the end of second semester of the senior year with GPA's. Designations include Cum Laude (4.0-4.19), Magna Cum Laude (4.20 -4.39), and Summa Cum Laude (4.40 or higher).

Appendix B

Early Graduate Policy

Students who wish to graduate early (after the Fall semester of their senior year) must meet the following requirements.

- Students must be on track to meet the 28 course credit requirement by the end of the Fall semester of their senior year.
- Students must demonstrate academic rigor by maintaining a GPA of at least 3.2 at the end of their junior year.
- Students must have consistent attendance with no excessive absences. Cumulative absences exceeding 4 days in a school year are considered excessive in this instance.
- Students must appear before the early graduate committee for an interview to assess college/career readiness.

Appendix C

School to Career Internship Interest Form

Student Name: _____

Student ID: _____ Current Grade Level: _____

Email Address: _____

Home Phone: _____ Cell Phone: _____

Date of Birth: _____

Area of interest for internship: _____

Name of company you are interested in: _____

Have you contacted the above company? _____ Do you need help? _____

Student must provide their own transportation. Do you have transportation? ___Yes ___No

Circle the semester during which you would like to complete your internship:

Fall Semester (August- December)

Spring Semester (January-June)

PARENT/GUARDIAN:

Internships are typically done in the community at a “worksite” and although the student will be registered for a class, they will not physically “sit” in the classroom. Students will earn his or her credit by working at the internship site and providing documentation of work hours. The student needs to be responsible, dependable, and self-motivated, with a desire to learn about the career field in which they are working.

Once your student has discussed the potential internship with you, please sign below. This form does not guarantee that your student’s internship will be accepted but serves as an assurance that you are aware of the potential internship.

Parent Signature

Date

Appendix D
Uwharrie Charter Academy
Senior Free Block Privilege Permission Form

Free Period Privileges for Seniors

Members of the Senior class who meet the following criteria will be permitted to leave campus early or arrive to campus late during their scheduled free period time. Free periods will only be offered during 1st and 4th periods. Ninth, tenth, and eleventh grade students are not permitted to leave campus during the school day, with the exception of eleventh grade students who are participating in the Soaring Eagles Program at RCC.

Criteria for earning a Free Period:

1. Classification as a senior as determined by graduation requirements.
2. Free period must fit in student's schedule during 1st or 4th period.
3. Student must be passing all courses.
4. Parent/Guardian permission required.

Loss off Free Period Privileges:

A free period is a privilege, not a right, of seniors. If any of the following occur, this privilege can be revoked:

1. Parents/Guardians revoke privileges for any reason.
2. Student is failing any course.
3. Student engages in any unsafe, unproductive, or disrespectful behavior at school.
4. Students repeatedly return to school late for the start of their next class (if student has 1st block free).
5. Students repeatedly miss class.
6. Student contributes to another student's violation of these privileges (i.e., a senior drives an underclassman off campus during the school day).

Loss of this privilege is permanent, may not be earned back and may result in the student being placed in an available elective at the discretion of administration.

By signing this form, parents/guardians and students acknowledge that they agree to the following:

1. Parent/Guardian signatures are required for all Free Block privileges for seniors.
2. Parent/Guardian further agree to accept all legal liability and hold harmless Uwharrie Charter Academy and its employees for his/her son's/daughter's actions while off campus in the exercise of a Free Block.
3. Parent/Guardian agree to release and hold harmless Uwharrie Charter Academy and its employees for any injuries or damages their son/daughter may incur while off campus in the exercise of a Free Block.
4. The student agrees to comply with the conditions listed above.

(Printed Name of Parent/Guardian)

(Printed Name of student)

_____ I APPROVE of Senior Free Block Privileges for my son/daughter named above.

_____ I DO NOT APPROVE of Senior Free Block Privileges for my son/daughter named above.

Parent/Guardian Signature Date

Student Signature Date

Approving School Official Signature/Date

Privileges are not in effect until this form has been completed!