

# Longleaf School of the Arts

2023-24 COURSE CATALOG



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## MISSION STATEMENT

Longleaf School of the Arts will develop students into confident, responsible, and successful contributors in college, career, and community through mentorship and a challenging curriculum that integrates academics and the fine arts.

## COURSE PLANNING

The course offerings in this catalog will be available for selection in the course registration process for the 2023-24 school year (unless designated as a course offered every other year). They have been designed to provide both depth and breadth in the instructional program. An effort is made to accommodate students' individual interests. Final decisions on any year's course offerings are based on numerous factors including graduation requirements, staff availability, budget and satisfaction of minimum enrollment requirements. *Not all courses appearing in the course catalog are guaranteed to be offered.*

Students' course placement is based on graduation requirements, grades, teacher recommendations, test scores, student preference and parent request. **Each student should work with the Student Services department (their School Counselor) to determine the appropriate course of study.**

## GRADING

Report cards are issued to students following the end of each quarter. Interims are distributed in each class midway through each quarter. All courses are scheduled to meet for the full school year. If successfully completed, students earn one unit of credit for each course. Please refer to the Graduation Requirements section for further detail.

### Grading Scale

| Percentage (%) | Grade Point Equivalency |
|----------------|-------------------------|
| 90 – 100       | 4.0                     |
| 80 – 89        | 3.0                     |
| 70 – 79        | 2.0                     |
| 60 – 69        | 1.0                     |
| 0 – 59         | 0.0                     |

## GPA

Grade Point Averages (GPAs) are based on a student's overall academic performance throughout high school, using final grades earned at the end of each school year and the overall number of courses taken. GPAs are cumulative and are based on a quality point conversion.

Unweighted GPA references the quality point chart you see above. Students receive additional points, or "weights" when they earn passing final grades in honors and Advanced Placement (AP) courses. Students receive an additional one half ( $\frac{1}{2}$ ) quality point for each successfully completed honors course, and an additional one (1.0) quality point for each successfully completed AP course.

## CLASS RANK

Longleaf School of the Arts does not rank students by Grade Point Average (GPA). Many years, the median GPA at Longleaf would be in the top 20% at other traditional schools. In lieu of releasing ranking, Student Services provides an in-depth profile of the school to colleges, universities, and scholarship committees for which transcripts have been requested. Thus, those organizations can gain a better understanding of the caliber of our school as it relates to the student's school performance.

## GRADUATION REQUIREMENTS

### Graduation Requirements - Classes of 2025 and beyond

| Subject               | Course Requirements  |
|-----------------------|--|
| English               | 4 credits to be completed in high school<br>English I, II, III and IV (or AP equivalents)  |
| Math                  | 4 credits to be completed in high school<br>A minimum of Math I, Math II, Math III, and Pre-Calculus Honors or Math IV (or AP options) |
| Science               | 3 credits to be completed in high school<br>Earth/Environmental Science, Biology and a Physical Science                                |
| Social Studies        | 4 credits to be completed in high school<br>World History, Civics, American History and Personal Finance                               |
| World Language        | 2 credits of the same world language to be completed in high school<br>(a minimum of World Language I, same World Language II)         |
| Health & PE           | 1 credit to be completed in high school  |
| Cognitive Development | 1 credit to be completed in high school  |
| Arts                  | 4 credits to be completed in high school<br>Students may complete any combination of arts courses offered at LSA                       |
| Additional Electives  | 3 credits to be completed in high school<br>Three (3) courses in any area including the Arts, World Language or Academic Electives     |
| Community Service     | 10 hours of approved community service hours for each year enrolled at LSA;<br>maximum of 40 hours required                            |

**Total Credits Required: 26\*\***

### Graduation Requirements - Class of 2024

| Subject               | Course Requirements  |
|-----------------------|--|
| English               | 4 credits to be completed in high school<br>English I, II, III and IV (or AP equivalents)                                      |
| Math                  | 4 credits to be completed in high school<br>A minimum of Math I, Math II, Math III, and Pre-Calculus Honors or Math IV         |
| Science               | 3 credits to be completed in high school<br>Earth/Environmental Science, Biology and a Physical Science                        |
| Social Studies        | 4 credits to be completed in high school<br>World History, Civics, American History and Personal Finance                       |
| World Language        | 2 credits of the same world language to be completed in high school<br>(a minimum of World Language I, same World Language II) |
| Health & PE           | 1 credit to be completed in high school  |
| Cognitive Development | 1 credit to be completed in high school  |
| Arts                  | 4 credits to be completed in high school<br>Students may complete any combination of arts courses offered at LSA               |
| Additional Elective   | 1 credit to be completed in high school<br>One course in any area including the Arts, World Language or Academic Electives     |
| Community Service     | 10 hours of approved community service hours for each year enrolled at LSA;<br>maximum of 40 hours required                    |

**Total Credits Required: 24\*\***

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**\*\*Please note** – LSA requires that all original coursework for graduation credit be completed at LSA except in two areas. Students may complete coursework in the areas of Health/PE and World Language through approved external providers. Students/families interested in pursuing one or more courses via external providers should contact the student’s school counselor.

## COMMUNITY SERVICE

In addition to specific coursework and credits, LSA requires its students to complete 40\* approved community service hours to graduate. A student who enrolls in 10th grade must complete 30 hours of service and a student who enrolls in 11th grade must complete 20 hours.

Students may complete service hours at any non-profit organization with proper supervision from an authorized employee or volunteer coordinator. This includes schools.

Students are responsible for documenting their approved community service hours and securing the required signatures for the LSA “Community Service Form.” Completed forms are due to the Student Services office within three months of when the service was performed.

*\*The number of hours has been modified for some classes attending LSA when the pandemic began and students were unexpectedly quarantined. The Class of 2024 has 10 fewer hours required.*

## COURSE REQUIREMENTS FOR ARTS ENDORSEMENTS

All students must earn a minimum of four (4) arts credits for graduation. Students have the opportunity to pursue an optional arts endorsement in one of the following areas: Choral Music, Dance, Instrumental Music, Literary Arts, Musical Theatre, Theatre Performance, Technical Theatre and Visual Art. Endorsements are included in the college recommendation process. The requirements for each endorsement are listed below and again in its respective subject area in the course catalog.

| Area                                   | Course Requirements  |
|--|--|
| <b>Choral Music Endorsement</b>        | <ul style="list-style-type: none"> <li>● 3 Choral Music ensemble credits and meet the “Advanced” level by Senior year</li> <li>● Must be enrolled in a Choral Ensemble Senior year</li> <li>● AP Music Theory</li> <li>● Music History</li> <li>● 1 Special Topics in Music (Honors) credit- Choral or Instrumental</li> <li>● 1 of the following credits: Fundamentals of Music, Musical Theatre, a 4th Choral Ensemble credit meeting the “Proficient level or higher”, any other Special Topics in Music (Honors) course</li> </ul>   |
| <b>Dance Endorsement</b>               | <ul style="list-style-type: none"> <li>● 3 Dance Studio credits and meet the “Proficient” level or higher in the last required studio</li> <li>● Dance History</li> <li>● Somatics for the Performer</li> <li>● Special Topics in Dance (Honors): Dance Composition</li> <li>● 1 of the following credits: Fundamentals of Music, Musical Theatre, a 4th dance studio credit meeting the “Proficient level or higher”, any other Special Topics in Dance (Honors) course</li> </ul>  |
| <b>Instrumental Music Endorsement</b>  | <ul style="list-style-type: none"> <li>● 3 Instrumental Music ensemble credits and meet the “Advanced” level by Senior year</li> <li>● Must be enrolled in an Instrumental Ensemble Senior year</li> <li>● AP Music Theory</li> <li>● Music History</li> <li>● 1 Special Topics in Music (Honors) credit- Choral or Instrumental</li> <li>● 1 of the following credits: Fundamentals of Music, Musical Theatre, a 4th Instrumental Ensemble credit meeting the “Proficient level or higher”, any other Special Topics in Music (Honors) course</li> </ul>  |
| <b>Literary Arts Endorsement</b>       | <ul style="list-style-type: none"> <li>● Literary Arts Workshop Beginning (if placed higher, one additional credit from below)</li> <li>● Literary Arts Workshop Intermediate</li> <li>● Literary Arts Portfolio Development</li> <li>● 4 of the following credits: AP Language &amp; Composition, AP Literature and Composition, any Special Topics in Literary Arts (at least two are offered each year)</li> </ul>  |
| <b>Musical Theatre Endorsement</b>     | <ul style="list-style-type: none"> <li>● Theatre Studio Beginning (or higher based on placement)</li> <li>● Choral Ensemble Beginning (or higher based on placement)</li> <li>● Dance Studio Beginning (or higher based on placement)</li> <li>● Musical Theatre Advanced Intensive (Junior and/or Senior Year)</li> <li>● 1 additional Performance Studio credit and meet the “Proficient” level by Senior year (Must be enrolled in a Theatre, Choral or Dance Studio course Senior year)</li> <li>● Somatics for the Performer or Fundamentals of Music</li> <li>● Theatre History</li> </ul> |
| <b>Theatre Performance Endorsement</b> | <ul style="list-style-type: none"> <li>● Theatre Studio Beginning (or higher based on placement)</li> <li>● 2 additional Theatre Studio credits and meet the “Advanced” level or higher in Senior Year</li> <li>● Must be enrolled in a Theatre Studio Senior year</li> <li>● 2 of the following credits: a 4th Theatre studio meeting the “Proficient” level or higher, any Special Topics in Theatre (Honors) course, a Dance Studio course or Choral Ensemble Course</li> <li>● Somatics for the Performer</li> <li>● Theatre History</li> </ul>  |
| <b>Technical Theatre Endorsement</b>   | <ul style="list-style-type: none"> <li>● Theatre Studio Beginning (or higher based on placement)</li> <li>● 2 additional Technical Theatre credits and meet the “Advanced” level or higher in Senior Year</li> <li>● Must be enrolled in a Theatre course Senior year</li> <li>● 1 of the following credits: a 2nd Theatre studio meeting the “Proficient” level or higher, any Special Topics in Theatre (Honors) or Visual Arts course</li> <li>● 1 Art Studio credit</li> <li>● 1 Special Topics in Visual Arts course (Mixed Media recommended)</li> <li>● Theatre History</li> </ul>        |
| <b>Visual Arts Endorsement</b>         | <ul style="list-style-type: none"> <li>● 3 Art Studio credits (and meet the “Proficient” level or higher in the last required studio)</li> <li>● Art History</li> <li>● 1 of the following credits: AP Art History OR an AP Studio Art, OR a 4th art studio, meeting the “Proficient” level or higher</li> <li>● Special Topics in Visual Art (Honors): Portfolio Development</li> <li>● 1 additional credit Special Topics in Visual Art (Honors) other than Portfolio Development</li> </ul>   |

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## COURSE DESCRIPTIONS

### ENGLISH

Students are required to complete four credits in English while in high school: English I, II, III and IV. Available options include academic and honors for English I-IV and Advanced Placement (AP) for both English III and English IV.

*Course sequence options:*

| Grade 9                           | Grade 10                           | Grade 11  | Grade 12   |
|-----------------------------------|------------------------------------|---|--|
| English I<br>(academic or honors) | English II<br>(academic or honors) | English III<br>(academic, honors, or<br>Advanced Placement) | English IV<br>(academic, honors, or<br>Advanced Placement) |

#### *English I*

Prerequisite: none

English I introduces foundational reading and composition skills, preparing students to communicate clearly, and interpreting literature. This is a genre-based course, teaching the fundamentals of analyzing short and long fiction, poems, essays, speeches, articles, plays, and more. The course emphasizes Common Core proficiencies, including narrative, informative, argumentative, research-driven, and evidence-based writing. In order to communicate ideas successfully, students learn the fundamentals of building vocabulary, grammar, punctuation, and Modern Language Association (MLA) citation skills, and apply these lessons through formal and informal writing. Along with written work, students develop oral communication skills by engaging in a variety of speaking and listening exercises. In addition to these core language skills, English I provides students with study skills guidance and self-management strategies, preparing them with the 21st Century Skills necessary to succeed in their high school coursework, college, and future careers.

#### *English I Honors*

Prerequisite: Successful completion of Middle School English 8 and teacher recommendation.

English I Honors covers all topics included in the academic English I course, but at an advanced pace. Additional and/or different reading selections may be required to broaden and deepen knowledge. Writing assignments and projects are more complex and intensive. In general, more independent work in and out of the classroom will be required at the honors level.

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## ***English II***

**Prerequisite: Successful completion of English I or English I Honors.**

*NOTE: There will be a mandatory READY EOC assessment (state test) given for this course during final exams.*

English II focuses student attention on World Literature and builds on the foundational composition and reading skills introduced in ninth grade, expanding student ability to communicate clearly and interpret various genres. These include short and long fiction, poems, essays, speeches, articles, plays, and more. Common Core proficiencies continue to be emphasized through narrative, informative, argumentative, research-driven, and evidence-based writing. Students also continue to learn the fundamentals of building vocabulary, grammar, punctuation and Modern Language Association (MLA) citation skills, applying these lessons through formal and informal writing. Students will also continue to develop oral communication skills by engaging in a variety of speaking and listening exercises. Study skills and self-management strategies taught in English I are reinforced, preparing students with the 21st Century skills necessary for the English II EOC, future high school coursework, college, and careers.

## ***English II Honors***

**Prerequisite: Successful completion of English I or English I Honors and teacher recommendation.**

*NOTE: There will be a mandatory READY EOC assessment (state test) given for this course during final exams.*

English II Honors covers all topics included in the academic English II course, but at an advanced pace. Additional and/or different reading selections may be required to broaden and deepen knowledge. Writing assignments and projects are more complex and intensive. In general, more independent work in and out of the classroom will be required at the honors level.

## ***English III***

**Prerequisite: Successful completion of English II or English II Honors.**

English III extends and expands upon the fundamentals of reading and composition, turning student attention to various genres of American literature, including short and long fiction, poems, essays, speeches, articles, plays, slave narratives, and more. Common Core proficiencies continue to be emphasized through narrative, informative, argumentative, research-driven, and evidence-based writing. Students begin to develop college-level vocabulary, grammatical clarity, and stylistic control, reinforcing fundamental skills while becoming more sophisticated interpreters and drafters of the written word. Students continue to engage in a variety of speaking and listening exercises to enhance their oral speaking and listening skills. Study skills and self-management strategies are reinforced, preparing students with the 21st Century skills necessary for future high school coursework, college, and careers.

## ***English III Honors***

**Prerequisite: Successful completion of English II or English II Honors and teacher recommendation.**

English III Honors covers all topics included in the regular course of study, but at an advanced pace. Additional and/or different reading selections may be required to broaden and deepen knowledge. Writing assignments and projects are more complex and intensive. In general, more independent work in and out of the classroom will be required at the honors level.



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## *Advanced Placement (AP) Language and Composition (AP English III)*

**Prerequisite: Successful completion of English II Honors and teacher recommendation.**

AP English Language and Composition aims to give students the experience of an introductory-level college writing course, while preparing them for the AP Language and Composition Exam. Readings are primarily non-fiction texts by American and World authors with some correlative imaginative literary pieces. Content vocabulary, especially with regard to rhetorical analysis, will be applied; and the stylistic artistry of each piece will be closely analyzed for its significance to the development of the meaning of the work as a whole. Social and historical significance will also be considered. There will be advanced lessons on organizational structure, grammar, mechanics, and style, as students taking this course are expected to move beyond the basic standards of academic writing. The course will also offer preparation for the AP exam by teaching and providing practice in several timed compositions. These include the rhetorical analysis essay, the argumentative essay, and the synthesis essay. Outside of the timed compositions, students will engage in completing a multi-step research essay. Practice in using the process of elimination (POE) to accurately answer multiple choice.

Students are required to take the AP exam. Exams are given annually, typically in May, per the College Board exam schedule.

## *English IV*

**Prerequisite: Successful completion of English III or English III Honors**

English IV students will continue to extend and expand upon the fundamentals of reading and composition, turning student attention to various genres of British Literature with World Literature connections. Short and long fiction will be analyzed, as well as poetry, various nonfiction selections, plays, and more. Common Core proficiencies continue to be emphasized through narrative, informative, argumentative, research-driven, and evidence-based writing. Students continue to develop college-level vocabulary, grammatical clarity, and stylistic control, reinforcing fundamental skills while becoming even more sophisticated interpreters of the written word. Students continue to engage in a variety of speaking and listening exercises to enhance their oral speaking and listening skills. Study skills and self-management strategies also continue to be reinforced, preparing students with the 21st Century skills necessary for future high school coursework, college, and careers.

## *English IV Honors*

**Prerequisite: Successful completion of English III, English III Honors or AP Language and Composition and teacher recommendation.**

English IV Honors covers all topics included in the regular course of study at an advanced pace. Additional and/or different reading selections may be required to broaden and deepen knowledge. Writing assignments and projects are more complex and intensive. In general, more independent work in and out of the classroom will be required at the honors level.

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## *Advanced Placement (AP) Literature and Composition (AP English IV)*

**Prerequisite: Successful completion of English III Honors or AP Language & Composition and teacher recommendation.**

The AP Literature and Composition course aims to give students the experience of an introductory level college reading course, while preparing them for the AP Literature and Composition Exam. Students will read various complex works of imaginative literature across multiple genres, periods, and cultures. Content vocabulary, especially with regard to literary analysis, will be applied; and the literary artistry of each piece will be closely analyzed for its significance to the development of the meaning of the work as a whole. Social and historical significance will also be considered.

Advanced lessons will extend critical reading, writing and thinking skills, as students taking this course are expected to engage deeply with the works under study. The course will also offer preparation for the AP exam by teaching and providing practice in several timed compositions. These include the poetry analysis essay, the prose fiction analysis essay, and the literary argument essay. Practice in using the process of elimination (POE) to accurately answer multiple choice questions on complex literary reading passages will also be provided.

Students are required to take the AP exam. Exams are given annually, typically in May, per the College Board's exam schedule.

## **ENGLISH ELECTIVE**

### *Yearbook/Journalism*

**Prerequisite: Successful completion of English I or English I Honors and teacher recommendation.**

In this course students will be taught how to write and edit various effective and engaging copy that go into producing and promoting the yearbook. These include but are not limited to news stories, feature stories, and interviews, as well as headlines and captions. Research skills will also be developed, as students will be instructed in how to create and conduct effective surveys and interview questions. Additionally, students will be instructed in photo journalism skills, such as picture cropping, selection, and editing, as well as using graphic design software to design various page layouts cohesively under a selected theme. Though all of these skills will be taught and assessed individually, students will also learn to work collaboratively as a team to effectively apply them with the primary goal of creating and marketing the school's yearbook, as well as developing copy for the school website and other social media platforms throughout the year. Engaging in these activities will allow students to practice real world communication and deadline skills. It will also require that they assume leadership roles within and outside of the class.

*This course will not fulfill an English credit requirement for graduation. It will count as an additional elective.*

## MATHEMATICS

Students are required to complete four credits in math while enrolled in high school for graduation from Longleaf. At minimum, those should be NC Mathematics I, II, III, and Math IV or Pre-Calculus Honors.

### *Course sequence options:*

| Grade 9                   | Grade 10  | Grade 11  | Grade 12  |
|---------------------------|---|---|---|
| NC Mathematics I          | NC Mathematics II                                   | NC Mathematics III                                | NC Math IV, NC Math IV or Pre-Calculus Honors                 |
| NC Mathematics I          | NC Mathematics II                                   | NC Mathematics III Honors                         | Pre-Calculus Honors, NC Math IV, AP Calculus or AP Statistics |
| NC Mathematics I          | NC Mathematics II Honors                            | NC Mathematics III Honors                         | Pre-Calculus Honors, NC Math IV, AP Calculus or AP Statistics |
| NCMathematics II          | NC Mathematics III                                  | Pre-Calculus Honors                               | NC Math IV, AP Calculus or AP Statistics                      |
| NCMathematics II          | NC Mathematics III Honors                           | Pre-Calculus Honors, AP Calculus or AP Statistics | AP Calculus or AP Statistics                                  |
| NC Mathematics II Honors  | NC Mathematics III Honors                           | Pre-Calculus Honors, AP Calculus or AP Statistics | AP Calculus or AP Statistics                                  |
| NC Mathematics III        | Pre-Calculus Honors                                 | AP Calculus or AP Statistics                      | AP Calculus or AP Statistics                                  |
| NC Mathematics III Honors | Pre-Calculus Honors or AP Calculus or AP Statistics | AP Calculus or AP Statistics                      | AP Calculus or AP Statistics                                  |

### *NC Mathematics I*

**Prerequisite: Successful completion of Middle School Math 8 is preferred. Students without successful completion of Middle School Math 8 may be placed in a Math Foundations elective in addition to Math I.**

Calculator Required: TI 83 or higher (TI-Nspire is recommended)

*NOTE: There will be a mandatory READY EOC assessment (state test) given for this course during final exams.*

The purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. This course deepens and extends understanding of linear relationships, in part by contrasting them with exponential and quadratic phenomena, and in part by applying linear models to data that exhibit a linear trend. In addition to studying bivariate data, students also summarize, represent, and interpret data on a single count or measurement variable. The Geometry standards that appear in this course formalize and extend students' geometric experiences to explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. This course fulfills the North Carolina high school graduation requirement for Common Core Math I. The final exam is the North Carolina End-of-Course Test based on the Common Core Math 1 Standards.

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## *NC Mathematics I Honors*

**Prerequisite: Successful completion of NC Math 8 and teacher recommendation.**

Calculator Required: TI-Nspire (TI 83 or 84 acceptable)

*NOTE: There will be a mandatory READY EOC assessment (state test) given for this course during final exams.*

NC Math I Honors explores the Math I content at a more rigorous level to begin students' preparation for advanced math honors courses.

## *NC Mathematics II*

**Prerequisite: Successful completion of NC Mathematics I.**

Calculator Required: TI-Nspire (TI 83 or 84 acceptable)

Math II students continue to deepen their study of quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential relationships from Math I. The concept of quadratics is generalized with the introduction of higher degree polynomials. New methods for solving quadratic and exponential equations are developed. The characteristics of advanced types of functions are investigated (including power, inverse variation, radical, absolute value, piecewise-defined, and simple trigonometric functions). The link between probability and data is explored through conditional probability and counting methods. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments.

## *NC Mathematics II Honors*

**Prerequisite: Successful completion of NC Mathematics I and teacher recommendation.**

Calculator Required: TI-Nspire (TI 83 or 84 acceptable)

NC Math II Honors explores the Math II content at a more rigorous level to begin students' preparation for advanced math honors courses.

## *NC Mathematics III*

**Prerequisite: Successful completion of NC Mathematics II or NC Mathematics II Honors.**

Calculator Required: TI-Nspire (TI 83 or 84 acceptable)

*NOTE: There will be a mandatory READY EOC assessment (state test) given for this course during final exams.*

NC Math III builds on Math II. Students cap off their knowledge of algebra by working with both real and complex numbers, developing their own proofs in geometry, and exploring trigonometry in the context of radians. The techniques of completing the square and polynomial division are introduced and used. Functions and functional notion is used throughout the course. Students explore statistical inference and probability, with a heavy emphasis on calculator usage.

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## *NC Mathematics III Honors*

**Prerequisite: Successful completion of NC Mathematics II or NC Mathematics II Honors and teacher recommendation.**

Calculator Required: TI-Nspire (TI 83 or 84 acceptable)

*NOTE: There will be a mandatory READY EOC assessment (state test) given for this course during final exams.*

NC Math III Honor explores the Math III content at a more rigorous level to further students' preparation for advanced math courses. This course advances into some topics normally reserved for Pre-Calculus.

## *NC Mathematics IV*

**Prerequisite: Successful completion of NC Math III or NC Mathematics III Honors.**

Calculator Required: TI-Nspire (TI 83 or 84 acceptable)

The primary focus of this course is on functions and statistical thinking, continuing the study of algebra, functions, trigonometry and statistical concepts previously experienced in NC Math 1-3. The course is designed to be a capstone to introductory statistical concepts. Additionally, the course intentionally integrates concepts from algebra and functions to demonstrate the close relationship between algebraic reasoning as applied to the characteristics and behaviors of more complex functions. In many cases, undergraduate students majoring in non-STEM fields will take an entry-level Algebra or Introductory Statistics course. Students will be prepared for college level algebra and statistics or as a bridge to prepare students for Precalculus or other advanced math courses.

## *Pre-Calculus Honors*

**Prerequisite: Successful completion of NC Mathematics III or NC Mathematics III Honors and teacher recommendation.**

Calculator Required: TI-Nspire (TI 83 or 84 acceptable)

Pre-Calculus is designed to equip students to take a college-level math course; at Longleaf, this course will prepare students for AP Calculus. Students delve deep into functions of all types: linear, quadratic, polynomial, rational, exponential, logarithmic, and sinusoidal. Students both construct these functions to solve problems, as well as identify features of given functions to make broad conclusions. Students are routinely asked to think through the whys behind the whats of the concepts presented. (Please note that there is no academic version of this course; it is honors level only.)

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## *Advanced Placement (AP) Calculus AB*

**Prerequisite: Successful completion of NC Mathematics III Honors or Pre-Calculus Honors and teacher recommendation.**

Calculator Required: TI-Nspire (TI 83 or 84 acceptable)

This course is recommended for students applying to four year colleges with selective admission. From the College Board Advanced Placement website for AP Calculus AB: AP Courses in calculus consist of a full high school academic year of work and are comparable to calculus courses in colleges and universities. It is expected that students who take an AP course in calculus will seek college credit, college placement or both from institutions of higher learning. Calculus AB is designed to be taught over a full high school academic year. It is possible to spend some time on elementary functions and still teach the calculus AB curriculum within a year. However, if students are to be adequately prepared for the Calculus AB Exam, most of the year must be devoted to the topics in differential and integral calculus.

Students are required to take the AP exam. Exams are given annually, typically in May, per the College Board's exam schedule.

## *Advanced Placement (AP) Calculus BC*

**Prerequisite: Successful completion of Pre-Calculus Honors or AP Calculus AB and teacher recommendation.**

Calculator Required: TI-Nspire (TI 83 or 84 acceptable)

From the College Board Advanced Placement website for AP Calculus BC: AP Calculus BC is roughly equivalent to both first and second semester college calculus courses and extends the content learned in AB to different types of equations and introduces the topic of sequences and series. The AP course covers topics in differential and integral calculus, including concepts and skills of limits, derivatives, definite integrals, the Fundamental Theorem of Calculus, and series. The course teaches students to approach: Calculus concepts and problems when they are represented graphically, numerically, analytically, and verbally, and to make connections amongst these representations. Students learn how to use technology to help solve problems, experiment, interpret results, and support conclusions.

Students are required to take the AP exam. Exams are given annually, typically in May, per the College Board's exam schedule.

## *Advanced Placement (AP) Statistics*

**Prerequisite: Successful completion of Pre-Calculus Honors and teacher recommendation or NC Math III Honors and teacher recommendation.**

Calculator Required: TI-Nspire (TI 83 or 84 acceptable)

From the College Board Advanced Placement website for AP Statistics: The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. The course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes in the AP Statistics course: exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding. Students are required to take the AP exam. Exams are given annually, typically in May, per the College Board's exam schedule.

## MATH ELECTIVE

### *History of Mathematics*

**Prerequisite: Successful completion of NC Mathematics III.**

This course will explore the historical development of mathematics across multiple cultures. Units will include early Number Systems and Counting, Beginning of Greek Mathematics, The Renaissance of Mathematics, the Development of Probability Theory and Transition to the Twentieth Century.

*This course will not fulfill a Math credit requirement for graduation. It will count as an additional elective.*

## SCIENCE

Students are required to complete three credits in science while enrolled in high school for graduation: an Earth/Environmental Science, Biology and a Physical Science (chemistry, physics).

### *Course sequence options:*

| Grade 9                            | Grade 10                     | Grade 11   | Grade 12   |
|------------------------------------|------------------------------|--|--|
| Earth/Environmental Science        | Biology (academic or honors) | Chemistry or Physics (academic or honors)                |  |
| Earth/Environmental Science Honors | Biology (academic or honors) | Chemistry or Physics (academic or honors)                | Chemistry or Physics (academic or honors)                |
| Earth/Environmental Science Honors | Biology (academic or honors) | Chemistry or Physics (academic or honors)                | AP Chemistry, AP Environmental, AP Physics or AP Biology |
| Biology                            | Chemistry or Physics Honors  | AP Environmental Science                                 |  |
| Biology Honors                     | Chemistry or Physics Honors  | AP Environmental Science                                 | AP Chemistry, AP Biology or AP Physics                   |
| Biology Honors                     | AP Environmental Science     | Chemistry or Physics (academic or honors), or AP Physics | AP Chemistry or AP Biology                               |

### *Earth/Environmental Science*

Prerequisite: none

The Earth/Environmental science curriculum focuses on the function of Earth's systems. Emphasis is placed on matter, energy, plate tectonics, origin and evolution of the earth and solar system, environmental awareness, materials availability, and the cycles that circulate energy and material through the earth system.

This course satisfies the Earth/Environmental Science graduation requirement.

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## ***AP Environmental Science***

**Prerequisite: Successful completion of Biology Honors and teacher recommendation.**

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. We will complete units of study on Earth Systems and Resources, The Living World, Population, Land and Water Use, Energy Resources and Consumption, Pollution, and Global Change.

This course satisfies the Earth/Environmental Science graduation requirement. This course can be taken following Earth/Environmental Science or on its own if the appropriate prerequisite has been met.

Students are required to take the AP exam. Exams are given annually, typically in May, per the College Board's exam schedule.

## ***Biology***

**Prerequisite: Successful completion of NC Mathematics I.**

*NOTE: There will be a mandatory READY EOC assessment (state test) given for this course during final exams.*

The biology curriculum is designed to continue student investigations and deepen student understanding of the biological sciences. In depth study of the following concepts is included: the cell, the molecular basis of heredity, biological evolution, the interdependence of organisms, matter, energy and organization in living systems and the adaptive responses of organisms. Students must complete biology no later than their sophomore year of high school.

This course satisfies the Biology graduation requirement.

## ***Biology Honors***

**Prerequisite: Successful completion of NC Mathematics I and teacher recommendation.**

*NOTE: There will be a mandatory READY EOC assessment (state test) given for this course during final exams.*

This course covers all topics included in the regular biology course at an advanced pace and with more detail. As the purpose of the class is to broaden and deepen knowledge and performance, additional in-depth work is required. This may include additional labs, lab reports, out of class reading assignments and research-based inquiry. Students must complete biology no later than their sophomore year of high school.

This course satisfies the Biology graduation requirement.

## ***Chemistry***

**Prerequisite: Successful completion of NC Mathematics II.**

Chemistry is the study of matter and the changes it undergoes, at both the human and molecular scales. In this course we will examine the ways in which changes in energy drive all types of processes, and how these



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processes can be quantified. Sample topics include chemical reactions, intermolecular forces and phase change, solutions, acids and bases, and nuclear chemistry.

This course satisfies the Physical Science graduation requirement.

### *Chemistry Honors*

**Prerequisite: Successful completion of NC Mathematics II and teacher recommendation.**

Chemistry Honors follows a similar curriculum to Chemistry, but at a faster pace and with an additional level of depth on some topics (such as Bonding, Stoichiometry, Acids and Bases, and Equilibrium). Students should expect more challenging tests and assignments that reflect the advanced nature of the class.

This course satisfies the Physical Science graduation requirement.

### *Physics*

**Prerequisite: Successful completion of NC Mathematics II.**  
Calculator Required: TI-Nspire (TI 83 or 84 acceptable)

In Physics, students develop a general understanding of the mathematical and motion-oriented study of matter and energy. Major topics of study include mechanics, heat, light, electricity, magnetism, gravity, and modern physics. Students can expect to carry out laboratory investigations and prepare lab reports in addition to theoretical applications of class concepts.

This course satisfies the Physical Science graduation requirement.

### *Physics Honors*

**Prerequisite: Successful completion of NC Mathematics II and teacher recommendation.**  
Calculator Required: TI-Nspire (TI 83 or 84 acceptable)

This course covers all topics included in regular Physics, but at an advanced pace. Additionally, students will engage in more advanced readings and laboratory experiments.

This course satisfies the Physical Science graduation requirement.

## SCIENCE ELECTIVES

### *Advanced Placement (AP) Biology\**

**Prerequisite: Successful completion of High School Biology and Chemistry, successful completion of NC Mathematics II and teacher recommendation.**

From the College Board Advanced Placement Website for AP Biology: AP Biology is an introductory college-level biology course. Students cultivate their understanding of biology through inquiry-based investigations as they explore the following topics: evolution, cellular processes (including energy and communication), genetics, information transfer, ecology and interactions.

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Students are required to take the AP exam. Exams are given annually, typically in May, per the College Board exam schedule.

*\*LSA plans to offer students AP Biology every year as long as there is teacher availability.*

### ***Advanced Placement (AP) Physics I\****

**Prerequisite: Successful completion of NC Mathematics II and teacher recommendation.**  
Calculator Required: TI-Nspire (TI 83 or 84 acceptable)

From the College Board Advanced Placement Website for AP Physics: AP Physics I is an algebra-based, introductory college-level physics course. Students cultivate their understanding of physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. This is a challenging course and students should have strong math skills.

This course satisfies the Physical Science graduation requirement. It may be taken following high school Physics or on its own with the appropriate prerequisites and teacher recommendation.

Students are required to take the AP exam. Exams are given annually, typically in May, per the College Board exam schedule.

*\*LSA plans to offer students AP Physics on an every other year basis (subject to change based on level of student interest). LSA anticipates offering AP Physics in 2024-25 and 2026-27.*

### ***Advanced Placement (AP) Chemistry\****

**Prerequisite: Successful completion of High School Chemistry, successful completion of NC Mathematics II and teacher recommendation.**

From the College Board Advanced Placement Website for AP Chemistry: The AP Chemistry course provides students with a college-level foundation to support future advanced coursework in chemistry. Students cultivate their understanding of chemistry through inquiry-based investigations, as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium.

Students are required to take the AP exam. Exams are given annually, typically in May, per the College Board's exam schedule.

*\*LSA plans to offer students AP Chemistry on an every other year basis (subject to change based on level of student interest). LSA anticipates offering AP Chemistry in 2023-24 and 2025-26.*

### ***Forensic Science Honors***

**Prerequisite: Biology or Biology Honors**

Forensic Science is the application of science (chemistry, physics, and biology) to the criminal and civil laws that are enforced by police agencies in a criminal justice system. It includes the investigation of fingerprinting,

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fiber analysis, ballistics, arson, trace evidence analysis, poisons, drugs, blood spatters, and blood samples. Students are taught the proper collection, preservation, and laboratory analysis of various samples.

*This course will not fulfill a Science credit requirement for graduation. It will count as an additional elective.*

### ***Human Anatomy and Physiology***

**Prerequisite: Biology or Biology Honors**

Anatomy and physiology is a course that will enable students to develop an understanding of the relationships between the structures and functions of the human body. Students will also learn the mechanisms for maintaining homeostasis within the human body. This course will involve laboratory activities, projects, dissections, textbook material, models, diagrams, journal writings, and clinical studies.

*This course will not fulfill a Science credit requirement for graduation. It will count as an additional elective.*

## **COMPUTER SCIENCE ELECTIVE**

### ***Advanced Placement (AP) Computer Science Principles***

**Prerequisite: Successful completion of NC Mathematics II and teacher recommendation.**

From the College Board Advanced Placement Website: AP Computer Science Principles offers a multidisciplinary approach to teaching the underlying principles of computation. The course will introduce students to the creative aspects of programming, abstractions, algorithms, large data sets, the Internet, cybersecurity concerns, and computing impacts. AP Computer Science Principles also gives students the opportunity to use current technologies to create computational artifacts for both self-expression and problem solving. Together, these aspects of the course make up a rigorous and rich curriculum that aims to broaden participation in computer science.

Students are required to take the AP exam. Exams are given annually, typically in May, per the College Board exam schedule.

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## SOCIAL STUDIES

Students are required to complete four credits in Social Studies while enrolled in high school. All students will complete World History and Civics\* courses. Students will then have different pathways depending on class year and whether they take any AP courses.

\*NC requirements have changed and adjustments have been made for rising 9th - 11th graders. The Civics course content will not include Economics beginning this year and these classes will take Economics and Personal Finance in their Senior year. Longleaf students are encouraged to also consider taking AP European History or AP Psychology if they successfully complete AP World History and/or AP US History.

### *Course sequence options for Class of 2024 and beyond:*

| Grade 9  | Grade 10   | Grade 11                           | Grade 12   |
|--|--|------------------------------------|--|
| Civics/Economics or Literacy (academic/honors) | World History (academic/honors)<br>OR AP World History | American History (academic/honors) | Economics and Personal Finance (academic/honors) |
| Civics/Economics or Literacy (academic/honors) | World History (academic/honors)<br>OR AP World History | AP US History                      | Economics and Personal Finance (academic/honors) |

### *World History*

|                              |
|------------------------------|
| Prerequisite: Civic Literacy |
|------------------------------|

World History is a survey course that gives students the opportunity to explore recurring themes of the human experience common to civilizations around the globe from ancient to contemporary times. The application of the themes of geography and an analysis of the cultural traits of civilizations will help students understand how people shape their world and how their world shapes them. As students examine the historical roots of significant events, ideas, movements, and phenomena, they encounter the contributions and patterns of living in civilizations around the world. Students broaden their historical perspectives as they explore ways societies have dealt with continuity and change, exemplified by issues such as war and peace, internal stability and strife, and the development of institutions.

### *World History Honors*

|  |
|--|
| Prerequisite: Civic Literacy and teacher recommendation. |
|--|

World History Honors covers all topics included in the regular World History course, but at an advanced pace. As the purpose of the class is to broaden and deepen knowledge and performance, additional in-depth work is required.

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## *Advanced Placement (AP) World History Modern*

**Prerequisite:** Successful completion of Civics Honors and teacher recommendation.

From the College Board Advanced Placement website: In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

Students are required to take the AP exam. Exams are given annually, typically in May, per the College Board exam schedule.

### *Civic Literacy*

Prerequisite: none.

This course will allow students to examine the ways in which power and responsibility are both shared and limited by the U.S. Constitution and how the judicial, legal, and political systems of North Carolina and the United States embody the founding principles of government. Students in this course will analyze and evaluate the extent to which the American system of government guarantees, protects, and upholds the rights of citizens. Through the integration of inquiry-based learning, students will also investigate how the American system of government has evolved over time while learning how to analyze topics, issues, and claims in order to communicate ideas and take action to effect change and inform others. When opportunities can be provided, this course can be augmented by related learning experiences, both in and out of school, that enable students to apply their knowledge and understanding of how to participate in their own community and governance. Mastery of the standards and objectives of this course will inform and nurture responsible, participatory citizens who are competent and committed to the core values and founding principles of American democracy and the United States Constitution.

### *Civic Literacy Honors*

**Prerequisite:** *Student placement will be based on previous grades, Reading EOG scores and/or teacher recommendation.*

Civics Literacy Honors covers all topics included in the regular Civics course, but at an advanced pace. As the purpose of the class is to broaden and deepen knowledge and performance, additional in-depth work is required.

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## *American History*

**Prerequisite: Civic Literacy and World History.**

This course will explore the overarching themes, trends, and concepts of our nation's history, including the development and evolution of the American system of government, the patterns and impact of migration and immigration, cultural development through the arts and technological innovations, relationships with foreign nations, and the role of both the individual and diverse groups in building the American story. Students in this course will be asked to investigate major turning points in American History to develop an understanding of multiple causation, to determine patterns of change and continuity, and to be able to compare multiple perspectives of the past. Rooted in Inquiry-based skills, students will trace American development while learning to craft compelling questions, synthesize and evaluate evidence, develop claims, communicate ideas, and take informed action. Students will continue to build upon previous studies of American History, the fundamental concepts in civics and government, economics, behavioral science (culture), and geography taught in grades kindergarten through eight as they examine American history. As well-rounded, productive citizens, students will leave the American History course with both the knowledge and the skills to engage with the modern world by recognizing contemporary patterns and connections.

## *American History Honors*

**Prerequisite: Successful completion of Civic Literacy and World History and teacher recommendation.**

American History Honors covers all topics included in the regular American History Part I course, but at an advanced pace. As the purpose of the class is to broaden and deepen knowledge and performance, additional in-depth work is required as well as more independent study and research.

## *Advanced Placement (AP) US History*

**Prerequisite: Successful completion of World History and Civic Literacy Honors and teacher recommendation.**

From the College Board Advanced Placement website: The AP US History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in US history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full year introductory college courses. Students should learn to assess historical materials-their relevance to a given interpretive problem, reliability, and importance-and to weigh the evidence and interpretations presented in historical scholarship. An AP US History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in essay format.

Students are required to take the AP exam. Exams are given annually, typically in May, per the College Board exam schedule.

## *Economics and Personal Finance*

**Prerequisite: Civic Literacy and World History.**

The standards and objectives in the Economics and Personal Finance course will provide students the opportunity to engage in intensive application of the skills, concepts, processes, and knowledge gained in

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previous social studies courses and prepare them to be college, career, and civic ready. The course will ensure students are able to make economic decisions, use money wisely, understand education and career choices, and understand how to be financially responsible citizens. Students should be provided with the agency, tools, and knowledge necessary to live in and contribute to a financially sound society. The Economics and Personal Finance (EPF) course is intended to be a study of economics, personal finance, income and education, money management, critical consumerism, and financial planning.

### ***Economics and Personal Finance Honors***

**Prerequisite: Successful completion of Civic Literacy and World History and teacher recommendation.**

American History Honors covers all topics included in the regular American History Part I course, but at an advanced pace. As the purpose of the class is to broaden and deepen knowledge and performance, additional in-depth work is required as well as more independent study and research.

## **SOCIAL STUDIES ELECTIVE**

### ***Advanced Placement (AP) Psychology***

**Prerequisite: Enrollment in grade 11 or 12, and teacher recommendation.**

From the College Board Advanced Placement website: The AP Psychology course introduces students to the systematic and scientific study of human behavior and mental processes. While considering the psychologists and studies that have shaped the field, students explore and apply psychological theories, key concepts, and phenomena associated with such topics as the biological bases of behavior, sensation and perception, learning and cognition, motivation, developmental psychology, testing and individual differences, treatment of abnormal behavior, and social psychology. Through the course, students employ psychological research methods, including ethical considerations, as they use the scientific method, analyze bias, evaluate claims and evidence, and effectively communicate ideas.

Students are required to take the AP exam. Exams are given annually, typically in May, per the College Board exam schedule.

## **ARTS/SOCIAL STUDIES ELECTIVES**

The following courses can be found in the Arts portion of the course catalog.

- ❖ Art History
- ❖ AP Art History
- ❖ Dance History
- ❖ Music History
- ❖ Theatre History

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## HEALTH & PHYSICAL EDUCATION

The completion of one credit of Health & Physical Education is a North Carolina high school graduation requirement. The course consists of the required high school healthful living essential standards and clarifying objectives approved by the North Carolina State Board of Education and required by the North Carolina Department of Public Instruction.

### *Health & Physical Education*

There is no prerequisite for Health/PE; this course is open to all grade levels.

Physical education components include the progressive development of motor skills and movement concepts along with learning opportunities that promote health related fitness and personal/social responsibility. Health components include analyzing the relation between nutrition and physical activity, understanding the importance and consumer health, learning solid decision-making to prevent use of alcohol, tobacco, and other drugs. Opportunities to practice solid decision making and conflict resolution strategies are provided to assist students in development of healthy mental and emotional health through productive interpersonal communication and development of relationships.

### *Health & Physical Education with Dance*

There is no prerequisite for Health/PE; this course is open to all grade levels.

This is a blended course that builds on foundations in ballet, modern dance technique, jazz, improvisation, and composition. This course will address overall body awareness and fitness through dance as part of a healthy lifestyle and a means of creative expression. The physical education components include the progressive development of motor skills and movement concepts along with learning opportunities that promote health-related fitness and personal/social responsibility.

Health components include analyzing the relation between nutrition and physical activity, understanding the importance and consumer health, learning solid decision-making to assist students in the development of healthy mental and emotional health, fostering productive interpersonal communication and development of relationships, and the prevention use of alcohol, tobacco, and other drugs. Opportunities to practice solid decision making and conflict resolution strategies are provided to assist students in development of healthy mental and emotional health through productive interpersonal communication and development of relationships.



## WORLD LANGUAGE

Students are required to complete a minimum of two credits in the same world language while enrolled in high school for graduation. LSA offers world language courses in French and Spanish and utilizes North Carolina Virtual Public School world language courses in instances where the student arrives at LSA as a 9th grader with high school world language credit from the middle school in a language that LSA does not offer, and that student would like to continue in that language to meet the high school graduation requirement. Students who arrive at LSA as 10th or 11th graders having successfully completed one world language credit during high school, will need to complete one credit in the same language while at LSA or two levels in another language.

Students are welcome to and encouraged to take more than the minimum world language requirements especially if planning to apply to universities with highly selective admission.

Students may be approved to pursue high school world language credit outside of LSA if they wish to pursue a language not offered or wish to make room in their schedule for additional electives. Students need to inquire with their school counselor for more information on that process.

### *Course sequence options*

| Grade 9                 | Grade 10  | Grade 11   | Grade 12   |
|-------------------------|---|--|--|
| World Language level I  | World Language level II (same language as level I)          |  |  |
| World Language level II | World Language level III Honors (same language as level II) | World Language level IV Honors (same language as level II & III) |  |
| World Language level I  | World Language level II (same language as level I)          | World Language level III Honors (same language as level I & II)  | World Language level IV Honors (same language as level I, II, & III) |
| World Language level I  | World Language level II (same language as level I)          | World Language level III Honors (same language as level I & II)  | AP World Language if offered (same language as level I, II, & III)   |
| World Language level I  | World Language level II (same language as level I)          | World Language level I (new language)                            |  |
| World Language level I  | World Language level II (same language as level I)          | World Language level I (new language)                            | World Language level II (same new language as level I)               |
| World Language level I  | World Language level II (same language as level I)          |  | World Language level I (new language)                                |
|                         | World Language level I                                      | World Language level II (same language as level I)               |  |
|                         | World Language level I                                      | World Language level II (same language as level I)               | World Language level III Honors (same language as level I & II)      |
|                         | World Language level I                                      | World Language level II (same language as level I)               | World Language level I (new language)                                |
|                         |   | World Language level I   | World Language level II (same language as level I)                   |

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## ***French I-IV***

There is no prerequisite for French I; this course is open to all grade levels.

French II placement requires successful completion of French I.

French III Honors placement requires successful completion of French II and teacher recommendation.

French IV Honors placement requires successful completion of French III and teacher recommendation.

From the Department of Public Instruction: This course is an introduction to the study of the target language and its culture to build proficiency in the target language. Students perform the most basic functions of the language and become familiar with some elements of its culture. The emphasis is placed on the development of four skills: listening, speaking, reading, and writing within a given context, extending outside of the classroom setting when possible. The content focuses on the students' lives and experiences, and includes an exposure to everyday customs and lifestyles. Grammar is integrated through the course and is selected according to the language conventions (functions). A general introduction to culture \*e.g., literature, laws, foods, games) perspectives (e.g., attitudes, values, beliefs), and practices (patterns of social interaction) is integrated through the course. Students acquire some insight into how languages and cultures work by comparing the target language and culture(s) to their own. Integration of other disciplines is ongoing throughout the course.

## ***Spanish I-II***

There is no prerequisite for Spanish I; this course is open to all grade levels.

Spanish II placement requires successful completion of Spanish I.

From the Department of Public Instruction: These courses are an introduction and continuation of the study of the target language and its culture to build proficiency in the target language. Students perform the most basic functions of the language and become familiar with some elements of its culture. The emphasis is placed on the development of four skills: listening, speaking, reading, and writing within a given context, extending outside of the classroom setting when possible. The content focuses on the students' lives and experiences, and includes an exposure to everyday customs and lifestyles. Grammar is integrated through the course and is selected according to the language conventions (functions). A general introduction to culture \*e.g., literature, laws, foods, games) perspectives (e.g., attitudes, values, beliefs), and practices (patterns of social interaction) is integrated through the course. Students acquire some insight into how languages and cultures work by comparing the target language and culture(s) to their own. Integration of other disciplines is ongoing throughout the course.

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## *Spanish III-IV Honors*

### **Prerequisite:**

**Spanish III Honors placement requires successful completion of Spanish II and teacher recommendation. Spanish IV Honors placement requires successful completion of Spanish III Honors and teacher recommendation.**

Students enrolled in this course have successfully completed Level II or Level III Honors study in high school or they have placed out of Levels I-III due to previous language study and/or established proficiency. A major focus of this course is to enable students to communicate in writing and in extended conversations on a variety of familiar and some unfamiliar topics. Students begin to narrate, discuss, and support fairly complex ideas and concepts using concrete facts and topics with details in a variety of times. They satisfy routine social demands and meet most social requirements. The emphasis of this course can vary as described above.

Many different types of text (short stories, poetry, excerpts from various periods of literature, current events, technical manuals and other authentic materials) are included, depending on the emphasis and providing for independent reading. Finer points of grammar are studied to aid oral and written communication. There is more in-depth study of the target culture(s) and their influence throughout the world. Students are expected to connect the target language to other disciplines and compare it to their own. Finally, they are expected to use the language inside and outside of the classroom setting.

## **COGNITIVE DEVELOPMENT**

Students are required to complete one credit in Cognitive Development while in high school for graduation.

### *Cognitive Development*

**Prerequisite: Concurrent enrollment in grade 11 or 12.**

This course combines Renzulli's Creative Problem Solving (CPS) model with an interdisciplinary approach to contemporary philosophical issues. Students will explore historic and current developments in epistemology, metaphysics, sociology, aesthetics, ethics and socio-politics. This course is writing intensive. Students should expect to think deeply and discuss issues of importance to themselves and the world.

### *Cognitive Development Honors*

**Prerequisite: Concurrent enrollment in grade 11 or 12 and teacher recommendation.**

This course covers all of the topics included in the Cognitive Development course, but with more detail and rigor. As the purpose of the class is to broaden and deepen knowledge and performance, additional in-depth work is required. This may include additional out of class research, reading and writing assignments.

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## SPECIAL EDUCATION

### *Curriculum Assistance*

Note: This course is available to select special education students. Students may not be placed in this class without approval by special education personnel.

This course is geared towards students with organizational and/or learning difficulties. Students may not select this course, but will be registered for the course as is appropriate. This course is designed to assist students in achieving success across content area classes. The goal of this course is to promote student responsibility and increase skills needed to achieve success in core classes.

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## ARTS COURSE DESCRIPTIONS

LSA offers arts classes in the areas of choral music, dance, instrumental music, literary arts, theatre, and visual art. Students are required to complete four credits of arts classes while enrolled in high school for graduation.

Students have the option of pursuing an endorsement in dance, literary arts, music, theatre and visual arts, as well as musical theatre. Endorsements are for serious, highly motivated and talented art students who wish to challenge themselves in their chosen discipline. Endorsement information will appear for each eligible area throughout this section.

Note that it is the student's responsibility to communicate intent to endorse to their school counselor in order to ensure they have support in planning for the required credits.

### DANCE

Dance Program Mission: to develop critical dance studies through a program that combines rigorous technical training and cultivation of dance artists fluent in the field of dance. Further, the program exposes students to historical and contemporary dance practices in order to develop their own language within a socio-cultural context.

#### Dance Endorsement (Optional)

- 3 Dance Studio credits and meet the "Proficient" level or higher in the last required studio
- Dance History
- Somatics for the Performer
- Special Topics in Dance (Honors): Dance Composition
- 1 of the following credits: Fundamentals of Music, Musical Theatre, a 4th dance studio credit meeting the "Proficient level or higher", any other Special Topics in Dance (Honors) course

#### *Dance Studio Beginning & Dance Studio Intermediate*

Prerequisite for Dance Studio Beginning: There is no prerequisite for Dance Beginning; this course is open to all grade levels.

**Prerequisite for Dance Studio Intermediate: Successful completion of Dance Beginning and teacher recommendation (by audition).**

These are foundational courses in ballet, modern dance technique, jazz, improvisation, and composition. These courses build on each other, provide rehearsal time for productions, the development of the student's own movement vocabulary as well as address overall body awareness and fitness through dance as part of a healthy lifestyle and a means of creative expression.

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## ***Dance Company- Dance Studio Proficient (Honors) & Dance Studio Advanced (Honors)***

**Prerequisite for Dance Studio Proficient: Successful completion of Dance Studio Intermediate and teacher recommendation (by audition).**

**Prerequisite for Dance Studio Advanced: Successful completion of Dance Studio Proficient and teacher recommendation (by audition).**

These proficient and advanced level honors courses focus on the creative process (critical and creative thinking) of dance. Courses are based on building on the core dance techniques (ballet, modern and jazz/funk) and the connections to history as well as choreography. This course will develop a body of work that will fulfill the state high school dance proficiency and advanced requirements.

## ***Dance History\****

There is no prerequisite for Dance History; this course is open to all grade levels. This course may be used to fulfill an arts credit or it may be used as the student's social studies elective course if the student is completing the AP US History option.

Dance History is a course where students will study dance from primitive to contemporary time periods, tracing its role through historical eras. Students will come to an understanding of their own culture and begin to respect dance as a part of the heritage of many cultures from areas around the globe, as well as from their own communities. Students will receive historical and present day information and adapt their knowledge to the diversities of dance and society.

*\*LSA plans to offer students Dance History on an every other year basis (subject to change based on level of student interest). LSA anticipates offering the course in 2024-25 and 2026-27.*

## ***Somatics***

**Prerequisite: Successful completion of Dance Studio Beginning, Theatre Studio Beginning or teacher recommendation.**

Somatics refers to an understanding of the complex moving body that includes the mind, breath, alignment, and posture. In this course, students begin with the study of the physical body through experiential anatomy, learning how the body works and examining our own patterns and habits in our daily lives. Participants will delve into breathing and meditation techniques that calm, energize, and refresh, while helping us tune into our internal processes. Students will explore how different somatic practices (Yoga, Pilates, Alexander Technique, Feldenkrais, Rolfing, and BMC) provide tools that can enhance our understanding of the body. Participants will apply these practices to their artistic lives as actors, singers, and dancers to increase your range, prevent injury, and maintain a healthy body that can undergo the rigors of the performing arts.

*\*LSA plans to offer students Somatics on an every other year basis (subject to change based on level of student interest). LSA anticipates offering the course in 2023-24 and 25-26.*

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### *Special Topics in Dance (Honors): Variations and Partnering\**

**Prerequisite: Successful completion of a minimum of one year of dance at LSA and recommendation for Dance Proficient or higher.**

Students will learn variations from historic and commercial ballet/pointe, jazz, contemporary, hip-hop and modern performances. Students will learn the concepts of dance partnering. There will also be some exploration of the extensive history of dance repertoire.

### *Special Topics in Dance (Honors): Dance Composition and Improvisation\**

**Prerequisite: Successful completion of a minimum of one year of dance at LSA and recommendation for Dance Intermediate or higher.**

Dance Composition and Improvisation is an honors level course that introduces students to dance choreography and encompasses the methods and tools used in composing dances. Emphasis is placed on learning and developing basic choreographic tools, music theory, spatial design, rhythm and dynamics, and form. Upon completion of the course, students will have gained the knowledge on how to address movement with emotion, intention, artistic integrity, dynamic changes, and versatility. Within that process the student will also learn the choreographic process for the stage, for the camera, and for auditions.

### *Special Topics in Dance (Honors): Dance Composition and Improvisation II\**

**Prerequisite: Successful completion of a minimum of two years of dance at LSA and recommendation for Dance Proficient or higher.**

This course combines beginning compositional techniques with site-specific and screen dance work; developing 21st century choreographers. The course re-familiarizes the basic choreographic techniques, improvisation, comprehension and implementation of movement creation, and the utilization of original choreography in and outside the studio space. The course offers basic camera, editing, and composition skills to assist in the exploration and development of dance intended for video. Students in level II will choreograph and execute their own show.

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## LITERARY ARTS

### Literary Arts Endorsement (Optional)

- Literary Arts Workshop Beginning (if placed higher, one additional credit from below)
- Literary Arts Workshop Intermediate
- Literary Arts Portfolio Development
- 4 of the following credits: AP Language & Composition, AP Literature and Composition, any Special Topics in Literary Arts (at least two are offered each year)

### *Literary Arts Workshop I (Beginning)*

**Prerequisite: Demonstrable interest in creative writing. This course is open to all grade levels.**

Literary Arts Workshop I introduces fundamentals of creative writing to students of all experience levels. Students explore forms including but not limited to fiction, poetry, creative non-fiction, and script-writing through writing exercises, readings, journal-keeping, small and whole-class workshop discussions of students' writing, and ongoing revision. Through beginner craft lessons and intensive daily writing, This course encourages students to explore while critically examining and creatively producing their own short-form writings for self, peer and teacher assessment as well as polished revision. In addition to these evaluations, by the end of the year students will produce a final class portfolio and have the experience and opportunity to submit their work to publications, such as the school's literary magazine.

### *Literary Arts Workshop II (Intermediate)*

**Prerequisite: Successful completion of Literary Arts Workshop Beginning and teacher recommendation.**

Literary Arts Workshop II Honors advances students' study of creative writing by focusing on the composition of more complex, sustained writing projects in forms including but not limited to fiction, poetry, creative non-fiction, and script-writing. Through dedicated daily writing, students develop increasingly complex longform works and learn to read these texts as writers with attention to structure and theme throughout. Students learn techniques for sharing and performing written work in person, and are expected to submit work to publications such as the school's literary magazine and to explore opportunities to participate in community literary events. By the end of the year, students produce a final class portfolio of polished work ready for sharing with readers beyond the classroom.



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## *Literary Arts Workshop - Portfolio Development (Honors)*

**Prerequisite: Successful completion of Literary Arts Workshop I and II, a minimum of one special topic course, and teacher recommendation.**

Literary Arts Workshop III - Portfolio Development is the capstone course for students' study of creative writing at Longleaf School of the Arts. Over the course of the year, students assemble a portfolio of sustained, revised, and polished writing in a chosen genre, such as a book of poetry, a collection of short stories, a complete novella, script, memoir, or graphic novel. Students also develop an in-depth understanding of writing industry practices and standards related to submitting work, querying agents, writing on a freelance basis, undergraduate and graduate education, and potential careers.

## *Special Topics in Literary Arts: Science Fiction, Fantasy and Mystery (Honors)\**

**Prerequisite: Successful completion of Literary Arts Workshop I or teacher recommendation for Literary Arts Workshop II or higher, or writing sample.**

Special Topics in Literary Arts - Science Fiction, Fantasy, and Mystery is a focused exploration of science fiction, fantasy and mystery, including both the histories of the genres and contemporary publishing trends. Students learn techniques and conventions specific to each genre such as worldbuilding. By reading deeply in these genres, students prepare themselves to craft informed and original work in the fields of their choice. By the end of the course, students also learn about the contemporary publishing environment for these genres, including major magazines, professional organizations, and questions of intellectual property. Prerequisite: Successful completion of Literary Arts Workshop I or teacher recommendation for Literary Arts Workshop II or higher, or writing sample.

\*This course is currently on hold pending future teacher availability and student interest.

## *Special Topics in Literary Arts: Contemporary Fiction (Honors)\**

**Prerequisite: Successful completion of Literary Arts Workshop I or teacher recommendation for Literary Arts Workshop II or higher, or writing sample.**

Special Topics in Literary Arts – Contemporary Fiction is a focused exploration of YA Fiction, Romantic Fiction, Dystopian Fiction, Contemporary Historical Fiction, and Contemporary Literary Fiction including both the histories of the genres and contemporary publishing trends. Students learn techniques and conventions specific to each genre such as incorporating research, plotting, and outlining. By reading deeply and intensively in each of these genres, students prepare themselves to craft informed and original long-form work in the field of their choice. By the end of the course, students also learn about the contemporary publishing environment for these genres, including major magazines, professional organizations, and questions of intellectual property.

\*LSA plans to offer students this course on an **every other year** basis (subject to change based on level of student interest). LSA **anticipates** offering this course in 2023-24 and 2025-26.

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### ***Literary Arts Workshop: Poetry (Honors)\****

**Prerequisite: Successful completion of Literary Arts Workshop I, teacher recommendation for Literary Arts Workshop II or higher, or writing sample.**

Special Topics in Literary Arts - Poetry Workshop explores the essential elements of the poet's toolkit, beginning with what poetry is, where we can find it, and what topics inspire it in us, and continuing into in-depth discussion of topics such as imagery, rhythm, sound, and structure. Students gain experience with both the practice of and the theory behind key skills through deep reading and analysis of other poets' work and technique, compilation of a commonplace book, intermediate writer's craft lessons involving critical readings and writing exercises, intermediate craft workshops, creative production of works for self, peer, and teacher assessment, as well as ongoing revision. Students also develop a basic understanding of submission practices for poetry and are expected to submit work to publications both inside and outside the school. By the end of the course, students will use their experience with workshop, revision, and reflective practice of their art to create a portfolio of their strongest pieces from the year.

*\*LSA plans to offer students Poetry Honors on an every other year basis (subject to change based on level of student interest). LSA anticipates offering the course in 2023-24 and 2025-26.*

### ***Literary Arts Workshop: Comic Books and Graphic Novels (Honors)\****

**Prerequisite: Successful completion of Literary Arts Workshop I, teacher recommendation for Literary Arts Workshop II or higher, and portfolio submission.**

Special Topics in Literary Arts - Comic Books and Graphic Novels is a focused exploration of writing, designing, and creating comic books and graphic novels. The course will also focus on the history and literary merits of the genre, looking specifically at the art and writing from earlier eras, as well as the impact of comic books and graphic novels on popular culture outside of the written and drawn format. Students will write, design, create, and revise their own 22-page length comic throughout the course of the year. To empower students to complete this and other work, students will examine a full range of forms, structures, techniques, and voices through the careful reading and discussion of a variety of comic books and graphic novels from various eras. Comprehensively analyzing these genres will be juxtaposed with students being provided experience in writing scripts for comics and graphic novels, as well as traditional and digital design experience in the development of the art for their books. Students will also critique and support the work of their peers through the workshop approach, which is at the heart of Longleaf's Creative Writing Program.

*\*LSA plans to offer this course on an every other year basis (subject to change based on level of student interest). See the table below to identify when LSA anticipates offering the course in 2024-25 and 2026-27.*

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### ***Literary Arts Workshop: Writing for Stage and Screen (Honors)\****

**Prerequisite: Successful completion of Literary Arts Workshop I, teacher recommendation for Literary Arts Workshop II or higher, and portfolio submission.**

Special Topics in Literary Arts - **Writing for Stage and Screen** is a focused exploration of writing for stage, film, television, and video games. Over the course of the year, students will practice craft and technique through the development of a portfolio of original works. The course will also involve the careful reading, analysis, and discussion of successful scripts, screenplays, and plays as students explore elements of dialogue, scene, character, pacing, setting, and story structure. Students should also be prepared to critique and support the work of their peers through workshops.

*\*LSA plans to offer students this course on an **every other year** basis (subject to change based on level of student interest). See the table below to identify when LSA **anticipates** offering the course in 2024-25 and 2026-27.*

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## MUSIC - CHORAL

### Choral Music Endorsement (Optional)

- 3 Choral Music ensemble credits and meet the “Advanced” level by Senior year
- Must be enrolled in a Choral Ensemble Senior year
- AP Music Theory
- Music History
- 1 Special Topics in Music (Honors) credit- Choral or Instrumental
- 1 of the following credits: Fundamentals of Music, Musical Theatre, a 4th Choral Ensemble credit meeting the “Proficient level or higher”, any other Special Topics in Music (Honors) course

### *Treble/Bass Chorales - Choral Ensemble Beginning-Advanced levels*

**Prerequisite: All ensembles require jury placement/audition to advance in the appropriate ensemble sequence.**

Treble/Bass Chorales are the choral ensembles for inexperienced, beginning, and intermediate singers. Students with little to no experience may take this ensemble, as well as players who have auditioned and been placed. Students will learn the necessary choral methods in line with the North Carolina Essential Standards in Music to study technical, musical and literacy skills in the world of performing arts. Sight reading, performance, listening, music theory, IPA (International Phonetic Alphabet) and quality singing skills are expected and will be acquired. Singers will study a variety of music styles from each musical era and contrasting cultures. Students are required to participate in the dress rehearsal and performance at the end of each semester. Choral program fees will be discussed with students by the instructor.

### *Lyra - Choral Ensemble Levels Intermediate - Advanced*

**Prerequisite: All ensembles require jury placement/audition to advance in the appropriate ensemble sequence.**

Lyra is an advanced soprano and alto choral ensemble for experienced singers. Students must complete a sight-reading and prepared-song audition for consideration and then be selected to participate. Students will be required to audition for placement each year.

Sight reading, performance, listening, music theory, International Phonetic Alphabet (IPA) and quality singing skills are expected and will be built upon. Singers will study a variety of music styles from each musical era and contrasting cultures and be expected to study/ rehearse music independently outside of the classroom rehearsal. Student grades in all subjects will be monitored by the instructor, as poor performance will hinder the student’s ability to participate in choral activities and performances. Students are required to participate in the dress rehearsal and performance at the end of each semester and additional performances throughout the school year. Choral program fees will be discussed with students by the instructor.

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## MUSIC - INSTRUMENTAL

### **Instrumental Music Endorsement (Optional)**

- 3 Instrumental Music ensemble credits and meet the “Advanced” level by Senior year
- Must be enrolled in an Instrumental Ensemble Senior year
- AP Music Theory
- Music History
- 1 Special Topics in Music (Honors) credit- Choral or Instrumental
- 1 of the following credits: Fundamentals of Music, Musical Theatre, a 4th Instrumental Ensemble credit meeting the “Proficient level or higher”, any other Special Topics in Music (Honors) course

### ***Concert Band - Instrumental Ensemble Beginning-Advanced levels***

**Prerequisite: All ensembles require jury placement/audition to advance in the appropriate ensemble sequence.**

Concert band is the beginning instrumental ensemble for inexperienced or intermediate players on their instruments. Students with little to no experience may take this ensemble, as well as players who have auditioned and been placed. Students will learn the necessary instrumental methods in line with the North Carolina Essential Standards in Music on a concert band instrument to study technical, musical and literacy skills in the world of performing arts. Skills such as sight reading, instrumental performance, listening skills, music theory and basic abilities in playing will be acquired. Students will put on a concert at the end of the semester to celebrate the skills learned during the duration of the course. Only traditional concert band instruments will be offered in the families of woodwinds, brass and percussion. No guitar, keyboard or “rock” instrumentation will be offered. A fee for instrument rental may be required.

### ***Wind Ensemble - Instrumental Ensemble Beginning (Honors) - Advanced (Honors) Levels***

**Prerequisite: All ensembles require jury placement/audition to advance in the appropriate ensemble sequence.**

This class will be composed of a select, auditioned group of musicians. The music performed is on an advanced level (band grades IV, V, and VI). Skills such as sight reading, instrumental performance, listening skills, music theory and advanced abilities in playing will be acquired. Students will put on a concert at the end of the semester to celebrate the skills learned during the duration of the course. Only traditional concert band instruments will be offered in the families of woodwinds, brass and percussion. No guitar, keyboard or “rock” instrumentation will be offered. A fee for instrument rental may be required.

### ***Instrumental Strings Ensembles - Instrumental Ensemble Beginning - Advanced Levels***

**Prerequisite: All ensembles require jury placement/audition to advance in the appropriate ensemble sequence. Students are placed into this class by audition only. Proficient and Advanced level courses are honors level courses.**

Instrumental Strings Ensembles is a course designed to allow students to gain experience playing their instruments in small-group settings, forming trios, quartets, or quintets. Students will play high quality academic chamber literature to develop skills on their primary instruments. Students will take charge in maintaining and running their own small ensemble to serve as a face for Longleaf School of the Arts in the larger community. A fee for instrument rental may be required.

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## MUSIC ELECTIVES

### *Fundamentals of Music*

There is no prerequisite for Fundamentals of Music.

This course will be an introduction to music theory, music notation, and history. Students will study melody, rhythm, harmony, notation, sight singing, dictation, intervals, key signatures, scales, musical forms, and style through study of classical music history and score analysis, as well as the 20th and 21st centuries. Students will also listen critically to and form opinions about different types of music and be able to evaluate and discuss music in terms of its quality and its appeal to the listener and the consumer. Prior music experience and/ or prior or current enrollment in a LSA instrumental or choral ensemble is not required, but is strongly encouraged.

### *Music History\**

There is no prerequisite for Music History.

This course will explore the evolution and history of Western Art Music from antiquity and Ancient Greece through the experimental and modern music of atonality. Students will learn to identify, critique, and categorize music based on its time period and the major innovations of the era through listening and score analysis. Students will also develop skill in composing music in all genres to reflect the growth of music throughout history.

*\*LSA plans to offer students Music History on an every other year basis (subject to change based on level of student interest). LSA anticipates offering the course in 2024-25 and 2026-27.*

### *Special Topics in Music (Honors) : Psychology and Philosophy of Music*

**Prerequisite: Students must have prior musical experience, either vocal or instrumental, and teacher recommendation.**

This special topics course is an introduction and exploration into the sociocultural, philosophical, and psychological aspects of music. Students will explore scientific and sociological articles, research, books, media, and content that seek to understand the complex relationship between music and humanity. Students will become familiar with topics such as music perception, music as a tool for social change, the development of music in music history, music and emotion, the physics of music, psychological audition and hearing, and other related topics. The course will culminate in a student-led research project, exploring a philosophical or psychological topic in music inspired by the coursework.

*\*LSA plans to offer students this course on an every other year basis (subject to change based on level of student interest). LSA anticipates offering this course in 2023-24 and 2025-26.*

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## *Special Topics in Music (Honors) - Ensemble Conducting*

**Prerequisite: Successful completion of Fundamentals of Music and teacher recommendation.**

Designed for the choral and/ or instrumental student, this course will provide an introduction to the art of conducting vocal and instrumental ensembles. Score analysis and preparation, beat pattern, cueing, and phrasing gestures will be topics of study. Students will explore vocal and instrumental scores from a variety of genres and time periods. Students will also participate in conducting for classmates throughout the year and for a final end of the year class performance.

## *AP Music Theory*

**Prerequisite: Successful completion of Fundamentals of Music and teacher recommendation.**

Students in AP Music Theory will be introduced to the elements of music theory and composition and will learn how these diverse elements are used in music. The emphasis will be on rules of theory and composition, ear training, sight singing, analysis, and keyboard skills. The course is designed both for students who desire to prepare for music as a career as well as those who desire it for personal enrichment only. While the main emphasis is placed on music of the Common Practice Period (1600-1750), music of other stylistic periods will also be studied. Students will be prepared for, and required to take the AP Music Theory exam in May.

Students are required to take the AP exam. Exams are given annually, typically in May, per the College Board exam schedule.

## *Introductory to Special Topics in Music: Class Piano*

There are no prerequisites for this course.

This Special Topics Class Piano course at LSA offers students the opportunity to learn the fundamentals of piano playing. This will include, but is not limited to: learning to read notes, rhythms, play scales, basic chords, and other essential tools to play any style of music. Basic music theory will also be taught to understand the role it plays in pertaining to playing the piano. This course will progress through a piano book chosen by the instructor.

## *Special Topics in Music: Advanced Piano (Honors)*

**Prerequisite: Successful completion of Class Piano and teacher recommendation.**

This Special Topics Class Piano course at LSA offers students the opportunity to learn the fundamentals of piano playing. This will include, but is not limited to: learning to read notes, rhythms, play scales, basic chords, and other essential tools to play any style of music. Basic music theory will also be taught to understand the role it plays in pertaining to playing the piano. This course will progress through a piano book chosen by the instructor.

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## THEATRE ARTS

### **Theatre Performance Endorsement (Optional)**

- Theatre Studio Beginning (or higher based on placement)
- 2 additional Theatre Studio credits and meet the “Advanced” level or higher in Senior Year
- Must be enrolled in a Theatre Studio Senior year
- 2 of the following credits: a 4th Theatre studio meeting the “Proficient” level or higher, any Special Topics in Theatre (Honors) course, a Dance Studio course or Choral Ensemble Course
- Somatics for the Performer
- Theatre History

### **Technical Theatre Endorsement (Optional)**

- Theatre Studio Beginning (or higher based on placement)
- 2 additional Technical Theatre credits and meet the “Advanced” level or higher in Senior Year
- Must be enrolled in a Theatre course Senior year
- 1 of the following credits: a 2nd Theatre studio meeting the “Proficient” level or higher, any Special Topics in Theatre (Honors) or Visual Arts course (Mixed Media recommended)
- Theatre History
- 1 Art Studio credit
- 1 Special Topics in Visual Arts course

### ***Theatre Studio Beginning***

There is no prerequisite for Theatre Studio Beginning; this course is open to all grade levels.

Theatre Studio Beginning is the foundational theatre class which serves as the gateway for all further theatre classes at LSA. The course serves as an introduction to theatre for students that have never taken a high school theatre course and as a foundational reinforcement for students who have taken theatre in middle school or primarily participated in community theatre productions. Students will cover the foundations of performance, character development and physicality, script analysis and introductory playwriting, basic improvisation and warm up activities, as well as design techniques for sets, lighting, sound and costumes. Students will write, design and perform in an original 10 minute play, and will gain confidence in public speaking, acting, design and theatre tech.



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## *Theatre Studio Intermediate*

**Prerequisite: Successful completion of Theatre Studio Beginning and teacher recommendation.**

Theatre Studio Intermediate is designed for students who would like to continue to develop performance & analysis techniques and apply that knowledge directly to how theatre is created. We will look at the rehearsal process from beginning to end, the roles of the various professionals in the industry, and how collaboration between theatre-makers is most effective. Performance work will include Anne Bogart's movement system of Viewpoints, Linklater's vocal technique, introductory Devised Theatre, mime/physicality techniques, as well as more expansive script writing skills. The year will culminate with combining these techniques into performances of original pieces using improvisation and composition work.

## *Theatre Studio Proficient (Honors)*

**Prerequisite: Teacher recommendation.**

Theatre Studio Proficient is an honors class that is designed for students who would like to begin college preparatory performance development & analysis techniques and apply that knowledge directly to production work, or are on an endorsement track. Students will be introduced to Uta Hagen's "substitution" techniques and Shurtleff's Guideposts. They will analyze and explore the theatre games of Viola Spolin, the 'psycho-physical' approach of Michael Chekhov, the Devised Theatre work of Punchdrunk, as well as more expansive script writing skills. Texts include contemporary and classical plays. Scripts will be analyzed, developed and performed from monologues and scene work through to 10 minute and one act plays. Students will continue to build their actor's "toolbox" for how a character's objectives and tactics guide the actor through performance.

Students will be expected to participate in various theatre-related activities outside of school hours in addition to regular course expectations. Out-of-class assignments include required readings from acting texts and plays. Attendance at, as well as responses to, a number of stage productions scheduled during the school year is required. A commitment to regular journal writing in the form of an Observation Notebook will be expected.

## *Theatre Studio Advanced (Honors)*

**Prerequisite: Teacher recommendation.**

Theatre Studio Advanced is designed as an acting intensive for students planning on pursuing acting as a career, in a college theatre program, or who are on the endorsement track. Students will be introduced to Stanislavski's objective work and Meisner's exercises in being present in the moment. This class will further explore the relationship between efficient and expressive movement, body connectivity, and physical storytelling. Development of original devised/immersive theatre experiences will be explored. Texts include works by Shakespeare, Molière, Chekhov, Ibsen, Miller, Wilson, Simon, Kane, and others. Scripts will be analyzed, developed and performed from monologues and scene work through to full length plays. Students will continue to build their actor's "toolbox" for how a character's objectives and tactics guide the actor through performance.

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Students will be required to participate in the NCTC High School Play Festival and are expected to participate in other theatre-related activities outside of school hours in addition to regular course expectations. Out-of-class assignments include required readings from acting texts and plays. Attendance at, as well as responses to, a number of stage productions scheduled during the school year is required. A commitment to regular journal writing in the form of an Observation Notebook will be expected.

### *Theatre History\**

There is no prerequisite for Theatre History.

In this course students will be introduced to the history of theatre from its beginnings as an oral tradition through Renaissance drama, Court Spectacles, Minstrel shows, the dawn of Realism and Naturalism, Mega-Musicals, Performance Art, and what we identify as Theatre today.

Alongside the study of the Theatre's past in the Western world, students will also be introduced to rituals, plays and theatrical pasts from other cultures including Africa, India, China and Japan. The aim of this course is to not only provide students with chronology, facts and names but also to help the student develop a discerning and questioning eye towards the broader picture the history of performance. With this discerning eye students will be invited to look beyond what happened when to the larger question of why what happened when it did. Through selected readings, seminar and research projects, students will be asked to relate this question of "why did this happen?" to how it is that we see, create and archive Theatre now.

*\*LSA plans to offer students this course on an **every other year** basis (subject to change based on level of student interest) . This course is expected to run in 2023-24 and 2025-26.*

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## ***Introductory to Special Topics in Theatre: Technical Theatre Intermediate***

**Prerequisite Successful completion of Theatre Studio Beginning and teacher recommendation.**

Technical Theatre Intermediate will develop and build specific skills within the technical theatre crafts. Students will investigate several areas of production and design from both a practical (hands on) and a theoretical base. Topics will include Theatre and shop safety, set construction, costume & makeup design/creation, technical aspects and basic operation of lighting and sound technology, scenic painting, construction and use of properties on stage, and exploring career opportunities in the realm of theatre. Various professionals and guest teachers will be utilized to enrich the course work and material covered. Crewing productions at least once each semester will be a requirement of this class.

Demonstrations and discussion will be an essential part of the class, making appropriate student participation very important. The primary and most important concept in this class is safety.

## ***Special Topics in Theatre: Technical Theatre Proficient (Honors)***

**Prerequisite Successful completion of Technical Theatre Intermediate and teacher recommendation.**

Technical Theatre Advanced (Honors) will build on the specific artistic skills within the technical theatre crafts that were introduced in Technical Theatre Intermediate. Students will learn hands-on how to do design for live theatre. Students will review the basics of all areas and then be allowed to specialize in a focus area of their choosing: makeup/hair design, costume design, lighting design, stage management, sound/special effects design, scenic design/artistry, and property design. Various professionals and guest teachers will be utilized to enrich the course work and material covered. Designing or crewing for productions at least once each semester will be a requirement of this class.

Demonstrations and discussion will be an essential part of the class, making appropriate student participation very important. The primary and most important concept in this class is safety.

## ***Special Topics in Theatre: Directing (Honors)***

**Prerequisite: Teacher recommendation.**

Designed for the Advanced Theatre Performance student, this course will provide an introduction to the art of directing high concept stage productions, advanced story analysis, and production planning/management. Script analysis, advanced character development, research techniques and production documentation will be topics of study. Students will explore scripts from a variety of genres and time periods. Students will also participate in leading acting techniques, characterization exploration, stage management and blocking workshops for classmates throughout the year and for a final end of the year one act play production.

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## *Special Topics in Theatre: Technical Directing (Honors)*

**Prerequisite: Teacher recommendation.**

Designed for the Advanced Technical Theatre student, this course will provide an introduction to the art of designing advanced concept stage productions and industry quality visualization materials. Script analysis and breakdown, aesthetic design and presentation, research techniques, and production management will be topics of study. Students will explore scripts from a variety of genres and time periods. Students will also participate in leading design exploration & concept execution workshops for classmates throughout the year and for a final end of year project.

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## MUSICAL THEATRE

### Musical Theatre Endorsement (Optional)

- Theatre Studio Beginning (or higher based on placement)
- Choral Ensemble Beginning (or higher based on placement)
- Dance Studio Beginning (or higher based on placement)
- Musical Theatre Advanced Intensive (Junior and/or Senior Year)
- 1 additional Performance Studio credit and meet the “Proficient” level by Senior year (Must be enrolled in a Theatre, Choral or Dance Studio course Senior year)
- Somatics for the Performer or Fundamentals of Music
- Theatre History

**LSA offers** a Conservatory Style Musical Theatre Program. Throughout their first year, students interested in pursuing a musical theatre endorsement are evaluated by The Collaborative Performance Instruction Team comprised of our Choral, Theatre and Dance Department Directors who will create a customized growth plan and course recommendations to help each MT endorsement student develop their skills as they work toward becoming proficient in each of the three genres. MT endorsement candidates are encouraged to audition for our LSA after school productions.

### *Musical Theatre Studio Advanced (Honors)*

**Prerequisite: Students should be at the Proficient level or above in at least two of the three genres - Vocal, Dance and Theatre and receive teacher recommendation.**

Advanced Musical Theatre Students are taught by the Collaborative Performance Instruction Team comprised of our Chorus, Theatre & Dance Department Directors. Each of the first three quarters will be spent advancing on one of the three genres of Musical Theatre (voice, acting & dance). The course culminates in a staged performance.

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## VISUAL ART

### Visual Arts Endorsement

- 3 Art Studio credits (and meet the “Proficient” level or higher in the last required studio
- Art History
- 1 of the following credits: AP Art History OR an AP Studio Art, OR a 4th art studio, meeting the “Proficient” level or higher
- Special Topics in Visual Art (Honors): Portfolio Development
- 1 additional credit Special Topics in Visual Art (Honors) other than Portfolio Development

### *Art Studio Beginning*

There is no prerequisite for Art Studio Beginning; this course is open to all grade levels.

Topics: Design & Color Theory, Drawing/Painting, Sculpture and Three Dimensional Design, Introduction to Art History. This is the foundation course in the visual arts. Students are introduced to a variety of media, tools, and processes with the emphasis on the elements and principles of art and design. Students will engage in studio production, explore themes in art history, and will apply creative and critical thinking skills to artistic expression and criticism.

### *Art Studio Intermediate*

**Prerequisite: Successful completion of Art Studio Beginning and teacher recommendation.**

This course expands on *Art: Beginning* techniques, history, and material approaches.

This is an intermediate course for the study of visual arts media through the use of a variety of media, tools, and processes. Students will build on material covered within beginning Visual Arts. Students will increase proficiency of expression in various media and understanding of historical themes and artistic movements.

Contemporary Art History and Theory: Students will explore concepts of making art in both practice and in theory. Driven by foundational theoretical texts that have influenced 20th-century art and culture, the course explores art as content and meaning, and art’s relationship to form, everyday life, and visual culture.

### *Art Studio Proficient*

**Prerequisite: Successful completion of Art Studio Intermediate and teacher recommendation.**

This is a proficient level course for the study of visual arts for students to further their understanding of the visual arts. Students will gain an understanding of the relationship of creative expression through the development of their personal style through a variety of media. They will learn to evaluate their use of the Elements of art and principles of design in a variety of media. They will develop their use of art vocabulary and understand the relationship between personal expression and design.

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### ***Art Studio Proficient (Honors)***

**Prerequisite: Successful completion of Art Studio Intermediate and teacher recommendation.**

Art Studio Proficient Honors covers all topics included in the Art Studio Proficient course, but projects are more complex and intensive. In general, more independent work in and out of the classroom will be required at the honors level. There will be at least one additional project per quarter.

### ***Art Studio Advanced (Honors)***

**Prerequisite: Successful completion of Art Studio Proficient and teacher recommendation.**

This is an advanced level course for the study of visual arts where students further their personal growth in visual arts. Students will gain a more in-depth knowledge of processes, media, history, and the development of art. Students understand and apply all skills through a variety of media.

Success at the honors level requires rigorous study, excellence in design and production, and extensive knowledge of a variety of art forms. Students initiate, define, and solve challenging visual arts problems independently using intellectual skills such as analysis, synthesis, and evaluation. Students have in-depth experiences in reflecting upon and assessing the characteristics and merits of their work and the work of others.

### ***Art History***

There is no prerequisite for Art History; this course is open to all grade levels.

This course offers students a foundation of Art History through an understanding of the historical and global significance, cultural diversity, and intellectual richness of human artistic tradition. It is designed to provide students with the intellectual tools needed to investigate the complex roles played by the arts in a variety of social contexts. Skills in visual analysis, historical research, critical reading, analytical and descriptive writing, and oral communication are developed throughout the course of the study. The practice of art history is interdisciplinary and dynamically engaged with many fields in the humanities and social sciences. Art history equips students with skills, knowledge, and values to negotiate rapidly changing, richly diverse, and increasingly interconnected local, national, and worldwide communities.

This course is designed as an introduction to the history of visual art around the world. Topics include the purposes, techniques, and aesthetic criteria of art around the world and from multiple historical periods. Students will be asked to compose written evaluations about specific artworks as well as identify the characteristics of particular periods in art history.

### ***AP Art History***

**Prerequisite: Successful completion of Art History and teacher recommendation.**

AP Art History is an introductory college-level art history course. Students cultivate their understanding of art history through analyzing works of art and placing them in historical context as they explore concepts like culture and cultural interactions, theories and interpretations of art, the impact of materials, processes, and techniques on art and art making, and understanding purpose and audience in art historical analysis.

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Students are required to take the AP exam. Exams are given annually, typically in May, per the College Board exam schedule.

### ***Special Topics in Visual Art (Honors): Portfolio Development***

**Prerequisite: Successful completion of Art Studio Intermediate and teacher recommendation.**

Portfolio Development is an honors level, advanced art course focusing on individual students' interests in the visual arts. Students will continue to work through the advanced standards while further developing their skills in chosen mediums to create a portfolio. Students will be introduced to a variety of obscure mediums while focusing on their individual styles and medium choices. They will develop a complete portfolio in preparation for post-secondary study.

### ***Introductory to Special Topics in Visual Art: Ceramics***

**Prerequisite: Teacher recommendation.**

This class focuses on the principles of ceramic materials and ceramic design with an emphasis on aesthetic and skill development. The class will focus on hand building techniques, Glazing, Surface Treatments and the firing processes.

### ***Special Topics in Visual Art (Honors): Ceramics II***

**Prerequisite: Successful completion of Ceramics I and teacher recommendation.**

This course provides an in-depth look at the properties of clay, an introduction to the potter's wheel, and exploration of advanced hand-building techniques. Students will be creating both functional pottery and nonfunctional sculpture. Students will continue to explore surface applications. Emphasis will be placed on individuality, creativity, and craftsmanship.

### ***Special Topics in Visual Art (Honors): Mixed Media***

**Prerequisite: Teacher recommendation.**

This class will focus on creating art using a variety of traditional as well as nontraditional materials. Students will be encouraged to explore the boundaries between two-dimensional and three-dimensional mediums including drawing, painting and sculpture. Students will apply research, artistic processes, apply visual documentation, artist as narrator, practical issues, personal concepts, and metaphor in the completion of successful works of art.

### ***Introductory to Special Topics in Visual Art: Adobe Visual Design (previously Digital Design)***

**Prerequisite: Teacher recommendation.**

This course is a project-based course that develops art and communication skills in print and graphic design using Adobe tools. Students will leave this course with an in-depth and diverse digital arts portfolio.





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### ***Special Topics in Visual Art (Honors): Sculpture\****

**Prerequisite: Teacher recommendation.**

This course will focus on sculpture looking at ways it has been used throughout history. Students will learn various types of sculpture and mixed media. They will also explore and research the work of many artists who are known for their artistic expression through the medium of sculpture.

*\*This course is currently on hold pending future teacher availability and student interest.*

### ***Special Topics in Visual Art (Honors): Photography I***

**Prerequisite: Art Studio Beginning and Teacher recommendation.**

Photography I students will study the principles, terminology, techniques, tools and materials of photography. The successful student will produce quality photographic prints using digital and/or analog processes. This class, while technical in nature, is structured to support the student's ability to begin building in-depth conceptual works through long - term exploration of concepts. By the end of the year each student should be able to identify potential directions of photography within career fields, differentiate between fine art and commercial imagery and continue developing a creative eye for seeing images and portfolio of work, through the practice of photographic exercises, critiques of their work, and the study of basic photographic tools and language.

### ***Special Topics in Visual Art (Honors): Photography II***

**Prerequisite: Photography I and Teacher recommendation.**

Photography II students will continue to refine their technical photography skills in both Digital and Analogue photographic processes. Emphasis will be placed on long term projects that develop over the course of the year. By the end of the year each student will continue developing a creative eye for seeing images and portfolio of work, through the practice of photographic exercises, critiques of their work, and the study of basic photographic tools and language.

### ***Advanced Placement (AP) Studio Art: Drawing***

**Prerequisite: Successful completion of Art Studio Intermediate and teacher recommendation.**

From the College Board's Advanced Placement website for AP Studio Art: Students will Develop technical skills and familiarize themselves with the functions of visual elements as they create individual portfolios of work for evaluation at the end of the course.

This course explores drawing issues including line quality, light and shade, rendering of form, composition, surface manipulation, the illusion of depth and mark-making through a variety of means, such as painting, printmaking or mixed media. The course enables students to develop mastery in concept, composition, and execution of drawing.

Students are required to take the AP exam. Exams are given annually, typically in May, per the College Board exam schedule.

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### *Advanced Placement (AP) Studio Art: 2-D Design*

**Prerequisite: Successful completion of Art Studio Proficient and teacher recommendation.**

From the College Board's Advanced Placement website for AP Studio Art: This course is appropriate for students who are seriously interested in the practical experience of art. This AP course addresses three major concerns that are constants in the teaching of art: (1) a sense of quality in a student's work; (2) the student's concentration on a particular visual interest or problem; and (3) the student's need for breadth of experience in the formal, technical, and expressive means of the artist. AP Studio Art students create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions.

Students are required to take the AP exam. Exams are given annually, typically in May, per the College Board exam schedule.

### *Advanced Placement (AP) Studio Art: 3-D Design*

**Prerequisite: Successful completion of Art Studio Proficient and teacher recommendation.**

From the College Board's Advanced Placement website for AP Studio Art: This course is appropriate for students who are seriously interested in the practical experience of art. This AP course addresses three major concerns that are constants in the teaching of art: (1) a sense of quality in a student's work; (2) the student's concentration on a particular visual interest or problem; and (3) the student's need for breadth of experience in the formal, technical, and expressive means of the artist. AP Studio Art students create a portfolio of work to demonstrate the artistic skills and ideas they have developed, refined, and applied over the course of the year to produce visual compositions.

Students are required to take the AP exam. Exams are given annually, typically in May, per the College Board exam schedule.