

ACADEMIC PROGRAMS

The primary mission of the University of North Carolina School of the Arts is to train young artists for professional careers in the arts. However, from its beginning, the School has had a strong commitment to providing a sound, supporting curriculum of academic studies to ensure the broader education of the artist. Vittorio Giannini, UNCSCA's Founding President, put it this way as he spoke of his plans for the School in 1963:

“It is not enough to be trained as an artist, but as a person. As an artist you will express yourself as a person, and the richer you are as a person the better your expression will be. So, in this framework, you will have academic study.”

The High School Academic Program and the Undergraduate Academic Program offer young artists, eighth grade through college, the opportunity to broaden their perspective of themselves as individuals and as part of society. The academic curriculum focuses on those areas of the humanities and social and natural sciences that contribute to the general cultural and intellectual awakening of the individual. Particular attention is paid to the design of academic courses relevant to the arts-oriented student.

The size of the School permits and the philosophy of the academic programs encourages individualized attention to the academic needs and dreams of students.

HIGH SCHOOL ACADEMIC PROGRAM

Jill Lane, Dean

High School Diploma Requirements

Standards of Achievement and Evaluation

Students must meet the course and credit requirements of the University of North Carolina School of the Arts for the high school diploma. These academic requirements are similar to the diploma requirements at traditional public and private high schools. Additionally, the High School Academic Program requires that all 12th-graders be enrolled in at least two academic courses, that all 11th-graders be enrolled in at least three academic courses, and that all 10th-graders, all 9th-graders, and all 8th-graders be enrolled in at least four courses throughout the school year. Electives beyond the basic academic requirements for graduation may be chosen from available high school courses if the schedule permits and, for qualified students, college courses. UNCOSA high school students may not take academic courses in the High School Academic Program unless they are enrolled full-time in an UNCOSA arts program, with the exception of students approved by both the High School Academic Program and a student's art school for Non-Resident Status Graduation. Furthermore, no UNCOSA high school student may be simultaneously enrolled in another academic credit-granting school, including correspondence and on-line programs, without the permission of the High School Academic Program.

Admissions and Course Transfers

The High School Academic Program reviews all high school admissions applications after applicants have been recommended for admission by the Schools of Dance, Drama, and Music and the Visual Arts Program. The High School Academic Program may agree to admit or deny admission to UNCOSA high school applicants.

The High School Academic Program transfers new students' prior course credits to UNCOSA transcripts. Once a student has been accepted to UNCOSA, no course credit may be transferred to UNCOSA, except for the courses in progress at the time of the student's initial admissions review, without the permission of the High School Academic Program. No coursework taken before the ninth grade may count toward the UNCOSA high school graduation requirements.

Home-school courses submitted for transfer credit are also subject to a review by subject-area faculty before credit is granted. If transfer credit is denied for one or more home-school courses, the student must take the course(s) in question while enrolled at UNCOSA. At the discretion of the High School Academic Program, home-school math and foreign language credits may be transferred only after the student has taken an UNCOSA placement test in those subjects prior to the first day of classes.

Student Responsibility for Coursework

In submitting assignments and projects for courses, students take responsibility for their work as a whole, and imply that, except as properly noted, the ideas, words, material and craftsmanship are their own. In written work, if students cite from a source of information or opinion other than themselves without giving credit, either within the body of their texts or in properly noted

references and without using quotation marks where needed, or otherwise fail to acknowledge the borrowings, they have in fact presented the work, words or ideas of others as if they were their own. Failure to abide by those simple principles of responsible scholarship is dishonest, as is receiving or giving aid on tests, examinations or other assigned work presumed to be independent or original. A student whose work is found to be dishonestly accomplished and submitted for a grade as his or her own will, at the teacher's discretion, receive no credit (a zero) for that assignment. The teacher may require that the student revise and re-submit the assignment for a grade, but this new grade may not replace the zero received on the earlier attempt. The High School Academic Program may withdraw a student from a course without credit if he or she repeatedly plagiarizes graded work.

Academic Probation

Because a high school student's graduation from UNCSEA is contingent upon the successful completion of required academic courses, the High School Academic Program may place a newly admitted or currently enrolled student on academic probation if he/she has failed one or more academic courses in a previous term, or if currently enrolled students have acquired excessive absences in one or more academic courses during a previous term. Students placed on academic probation will receive a letter from the High School Academic Program detailing the reasons and expectations for their probationary term(s). Should a student fail to meet the expectations of the probation, the High School Academic Program may recommend that the student be withdrawn from UNCSEA.

Class Attendance

Regular, prompt class attendance is a student's responsibility and the expectation of the faculty of the High School Academic Program. Each high school student is provided with a copy of the High School Academic Program attendance policy and is responsible for knowing and abiding by its rules and procedures. A student with excessive unexcused absences in a course, as defined by the attendance policy, may be withdrawn from that course without credit. New and currently enrolled high school students who have excessive absences during past terms and/or who have failed one or more courses in a previous term may be placed on academic probation. Failure to meet the expectations of this probation may result in a student's withdrawal from UNCSEA.

Long-Term Absence for Medical Reasons

A student who must leave school for medical reasons, either by order of the UNCSEA Wellness Center or by choice (with a physician's written recommendation), may remain enrolled in High School Academic Program courses with excused absences for up to a total of twelve (12) consecutive academic class days. Arts Wednesdays will not count against these twelve days. During this time, the student's academic teachers will make reasonable efforts to send home the student's academic coursework and assignments. After missing twelve consecutive academic class days, however, a student on medical leave will be withdrawn from UNCSEA and UNCSEA will assist the student in the process of transferring to another school by providing documentation of academic work completed while enrolled at UNCSEA. A student withdrawn from UNCSEA after an extended medical leave will be allowed to re-apply for admission for the next academic term. Acceptance will be subject to the approval of the UNCSEA Wellness Center, the relevant Art School Dean, and the High School Academic Program.

Non-Resident Status Graduation

In rare circumstances, twelfth-grade students who must withdraw from UNCSEA during the academic year may receive permission, upon request, to complete their UNCSEA high school diploma requirements through an approved correspondence or on-line program and qualify to receive the UNCSEA high school diploma. Typically, only seniors who have experienced a catastrophic event (medical or financial) or who have been hired by a professional performing arts company during the course of their senior year may be given permission to graduate non-residentially. These students must receive permission from their Arts School Dean and from the High School Academic Program, which maintains the UNCSEA high school graduation list and monitors a student's progress while on non-resident status. This permission is valid for one twelve-month period from the date of permission, after which the High School Academic Program will permanently remove a non-resident student from the graduation list. High school seniors who have been suspended long-term from UNCSEA for disciplinary reasons are not eligible to graduate from UNCSEA on a non-resident status basis and must adhere to the requirements of their suspension for re-applying to and graduating from UNCSEA.

Total Credits Required for High School Graduation*

English	4 units
Social Studies	3 units
(1 U.S. History)	
(1 Civics/Economics)	
(1 World History)	
Mathematics	3 units
(Including Algebra I)	
Science	3 units
(1 Physical Science, 1 Biology, 1 additional science)	
Health and Physical Education	1 unit
Electives	<u>6 units</u>
(Including arts)	
Total	20 units

*Total to be accumulated in grades 9-12

High School Course Descriptions

English Program

Development of reading and writing skills, enjoyment and appreciation of literature, and development of taste and critical judgment are the general objectives that guide the design of the program.

ENG 001, 002, 003: Eighth-Grade English

A course with emphasis on development of grammatical knowledge and writing skills. Students study plays as well as short stories, narrative poetry and novels.

ENG 011, 012, 013: English I: Composition and Literary Forms

A course concentrating on literature, grammar, and composition. Readings include short fiction, novels, drama and poetry. Students learn research skills and the vocabulary of literary analysis.

ENG 014,015,016: Yearbook

The yearbook course is a collaborative business venture whose primary goal is to produce an accurate, thorough, consistent, technically correct record of the lives, emotions, and activities of UNCSA high school students. The yearbook course requires students to take all photos used in the yearbook, design and create the cover, end sheets, theme, and layout of the yearbook. Students will be instructed in the use of cameras and encouraged to experiment with different techniques, learn how to manage deadlines, promote, advertise and sell the yearbook. The yearbook course runs all year for interested students. The class is responsible for all aspects of the production of the school annual and will also aid in the production of the student handbook and senior slideshow. This course does not satisfy any of the English requirements for graduation.

ENG 021, 022, 023: English II: World Literature

A course concentrating on world literature, composition and grammar. The emphasis is on the modes of discourse and a study of selected novels, plays and films.

ENG 027, 028, 029: ESL: Reading/Writing in World Literature

A one-year high school English course in literature and writing for non-native speakers of English. The course concentrates on analyzing selections from world literature: prose, poetry and drama. Emphasis is also on composition skills and the improvement of English vocabulary, syntax and grammar.

ENG 031, 032, 033: English III: American Literature

A course that engages students in the close reading of influential and representative works of fiction and non-fiction American literature. Along with regular reading and discussion, the students will write analytical essays, personal essays and fiction.

ENG 034,035,036: Advanced Placement English Language and Composition

This seminar-style course for juniors engages students in becoming critical readers of American prose and poetry written in a variety of periods, disciplines, and rhetorical contexts. The main purpose of such literature is to aid students in understanding rhetorical and linguistic choices, rather than to study literary conventions. Students also work toward becoming skilled writers who compose for a variety of purposes. Both their writing and their reading guide students towards a greater awareness of the interactions among a writer's purposes, his or her subjects, and the audience's expectations, as well as the way generic conventions and the resources of language contribute to effectiveness in writing. Students can qualify for credit at many colleges upon satisfactory completion of the College Board Advanced Placement English Language and Composition exam.

ENG 037, 038, 039: Advanced Literature and Language Arts for Non-native Speakers of English

An upper level literature and writing course in English for non-native speakers of English. The course builds on skills taught in ENG 027, 028, 029: ESL: Readings and Writings in World Literature for Non-native Speakers and covers in-depth discussion and written analysis of all literary genres, including fiction, non-fiction, drama, and poetry.

ENG 041,042,043: English IV: Senior Seminar

A seminar style course in which students read and discuss influential works from British, European and non-Western authors. We will read classics and modern classics from *Hamlet* to *The Stranger*. Students will write analytical papers as well as personal essays, fiction and poetry. There will be particular emphasis on discussion skills; students will learn to use the class to expand their ideas and develop their writing.

ENG 044, 045, 046: English IV: Themes in Literature

A seminar style course in which students will read and discuss influential works from a variety of countries and time periods using a thematic approach. Possible themes include: illusion and reality, questions, family, language and art. Students will write analytical papers as well as personal essays, fiction and poetry.

ENG 047, 048, 049: English IV: Literature and Film

This course will explore the intersection of film and literature. In the process, students will be introduced to the history and theory of film by studying some masterworks of cinema. The course will also study how literary texts are translated into film.

ENG 051,052,053: Advanced Placement English Literature and Composition

This seminar-style course for seniors engages students in the careful reading and analysis of imaginative literature. Through their own writing and the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style and themes, as well as elements such as the use of figurative language, imagery, symbolism, and tone. Reading assignments are typically by major

writers of recognized literary merit from a variety of historical periods and nationalities, with emphasis on British literature. A wide range of writing experiences, close readings of poetry and prose passages, in- and out-of-class essays, and objective testing sessions characterize the weekly procedures. Students can qualify for credit at many colleges upon satisfactory completion of the College Board Advanced Placement English Literature and Composition exam.

Mathematics Program

The mathematics program in the secondary school is designed to provide the opportunity for mastery of fundamental principles and basic techniques of mathematics and to offer advanced study in college preparatory courses. Placement testing may be required prior to enrollment in any mathematics course.

MAT 011, 012, 013: Discovering Algebra

An introductory algebra course designed to prepare students for Algebra I. Topics include: operations with rational numbers, order of operations, and linear equations and functions. Emphasis will be placed on the use of current technology.

MAT 014, 015, 016: Algebra I

A one-year, comprehensive algebra course for the accelerated student. Topics of study include linear, quadratic, and exponential functions. Students will use current technology in problem-solving and data analysis. Prerequisite: placement testing or Discovering Algebra.

MAT 021, 022, 023: Geometry

A Euclidean geometry course that emphasizes the properties of parallel lines, triangles, polygons and circles. These properties are applied in problem-solving and proof-writing. Prerequisite: Algebra I or Algebra IA and IB.

MAT 031, 032, 033: Algebra II: Foundations

A second-year algebra course with extensive review of Algebra I topics. The course includes the study of linear, exponential, quadratic, and logarithmic functions. Emphasis will be placed on the mastery of algebraic techniques and on the use of current technology. Prerequisite: Algebra I or Algebra IA and IB.

MAT 034, 035, 036: Algebra II: Advanced

A second-year algebra course that reinforces and extends topics begun in Algebra I. The course includes a study of linear, exponential, quadratic, logarithmic, and polynomial functions. Emphasis will be placed on practical applications and modeling and on the use of current technology. This course is a preparation for pre-calculus. Prerequisite: Algebra I or Algebra IA and IB.

Topics in Advanced Mathematics is a series of one-term courses that can be taken by the term or for one year.

MAT 041: Topics in Advanced Mathematics: Quantitative Reasoning

A one-term course focusing on mathematical reasoning and advanced problem-solving. The course will include such topics as the principles of mathematical logic, statistical analysis, using and understanding numbers in context, and mathematical modeling. Prerequisite: Algebra II.

MAT 042: Topics in Advanced Mathematics: Financial and Scientific Applications

A one-term course exploring applications of mathematics in the contemporary world. This course will include such topics as financial management, exponential growth and decay, and probability and statistics. Prerequisite: Algebra II.

MAT 043: Topics in Advanced Mathematics: Mathematics and the Arts

A one-term course that explores the dynamic connections between advanced mathematics and music, dance, visual arts and literature. The course will examine the relationships between mathematical theory and such topics as the golden mean, Escher-like tessellations and fractals. Prerequisite: Algebra II.

MAT 044, 045, 046: Advanced Functions and Modeling

Advanced Functions and Modeling provides students an in-depth study of modeling and applying functions. Home, work, recreation, consumer issues, public policy and scientific investigations are just a few of the areas from which applications will originate. Appropriate technology, from manipulatives to calculators and application software, will be used regularly for instruction and assessment.

MAT 047, 048, 049: Pre-Calculus

An advanced mathematics course consisting of the study of functions and their applications. The course also includes an intense study of trigonometry. Emphasis is placed on the use of current technology in problem-solving and data analysis. Prerequisite: Algebra II.

MAT 051, 052, 053: Calculus and Its Applications

An advanced course that includes the study of limits, the derivative, integration, and applications. Emphasis is placed on the use of current technology in problem-solving and data analysis. Prerequisite: Pre-Calculus or its equivalent.

MAT 054,055,056: Advanced Placement Calculus AB

AP Calculus AB is primarily concerned with developing students' understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes multi-representational approaches to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. Importance is placed upon the connections among these expressions. Technology is used regularly in the course to study the unifying themes of derivatives, integrals, limits, approximation, and applications and modeling. Students can qualify for credit at many colleges upon satisfactory completion of the College Board Advanced Placement Calculus AB exam. Prerequisite: Pre-Calculus or equivalent.

MAT 057,058,059: Advanced Placement Statistics

AP Statistics introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. The course includes analysis of data through the use of graphical and numerical techniques to study patterns and departures from patterns; the collection of data through well-developed plans; the development of the use of probability as the tool for anticipating what the distribution of data should look like under a given mode; and the use of statistical inference to guide the selection of appropriate models. Important components of the course include the use of technology, projects and laboratories, cooperative group problem-solving, and writing as parts of concept-oriented instruction and assessment. Students can qualify for credit at many colleges upon satisfactory completion of the College Board Advanced Placement Statistics exam. Prerequisite: Algebra II or equivalent, but Pre-Calculus or equivalent strongly recommended.

Science Program

The science program in the secondary school is designed to introduce the student to the fundamental principles and basic techniques of science and to offer advanced study in specific subjects.

SCI 001, 002, 003: Eighth-Grade Science

A study of the basic topics, principles, and techniques of the physical and life sciences. Emphasis is on group cooperation and the development of the various skills necessary to gather, record, analyze and summarize observations.

SCI 011, 012, 013: Environmental Science

The Environmental Science curriculum focuses on the function of the Earth's systems. Emphasis is placed on Earth as a dynamic, ever-changing system. Students will study matter, energy, crustal dynamics, environmental awareness, materials availability, and the cycles that circulate energy and material through the Earth system.

SCI 021, 022, 023: Biology

A study of the basic biological topics, principles and techniques through lecture, group work, class discussion and laboratory. Topics include, but are not limited to, nature, process and history of science; cell biology; molecular basis of heredity; biological evolution; interdependence of organisms; matter, energy, and organization in living systems; behavior of organisms. When appropriate, students also explore the cultural, social, economic and political issues embedded in the biological sciences. This course is offered to students in grades 10 and above. Prerequisite: one unit of High School Environmental or Physical Science.

SCI 024, 025, 206: Physical Science

This course is an introduction to the basic principles of physics and chemistry and provides the foundations necessary to do well in later science courses. Students will learn and refine the following skills in the classroom and in the laboratory: observing; measuring; classifying, gathering, interpreting and displaying data; identifying and controlling variables; problem-solving; and forming conclusions.

Upper-Level Science Courses

A year-long course or combination of three one-term courses may be used to fulfill the third-year science graduation requirements if they meet specific course requirements.

Year Courses**SCI 031, 032, 033: Chemistry**

A study of the general methods of science using chemistry as a vehicle. Students learn through lecture, discussion and laboratory work, with particular emphasis given to problem-solving techniques. Prerequisite: Algebra I and one unit of High School Biology.

SCI 034, 035, 036: Physics

A conceptual and mathematical approach to the study of matter and energy. Prerequisites: Biology and Algebra II or concurrently enrolled in Algebra II.

SCI 041, 042, 043: Advanced Environmental Sciences

The curriculum focuses on the understanding that science is a process. Students will focus on: (1) Energy conversions underlie all ecological processes; (2) the Earth itself is one interconnected system; (3) humans alter natural systems; (4) environmental problems have cultural and social context; and (5) humans must develop practices that will achieve sustainable systems. Prerequisite: one year of High School Biology.

SCI 044, 045, 046: Advanced Earth Science

A year-long, in-depth study, for juniors and seniors, of planet Earth – its materials and processes. The content includes geology, oceanography, meteorology, and astronomy. Attention is paid to how humans interact with the terrestrial environment. Prerequisite: One year of High School Biology or permission of the instructor.

SCI 051, 052, 053: Advanced Biology

A year-long advanced study of biology as it applies to the young artist. The content includes molecular biology, cell biology, genetics, evolution and organisms. Laboratory activities, data collection and analysis, group projects, and use of educational technologies such as the World Wide Web are an integral part of this course. Prerequisite: one unit of High School Biology and one unit of High School Chemistry or permission of the instructor.

One-Term Courses**SCI 027, 028, 029: Conceptual Physics**

A conceptual approach to the study of the basic principles of physics through dance, music and visual arts. Conceptual Physics is intended for juniors and seniors. Prerequisite: one unit of High School Biology.

SCI 037, 038, 039: Topics in the Biological Sciences

A course designed for juniors and seniors who wish to continue their study of biology or who wish to complete their diploma requirement in science with a focus in biology. Various topics are selected each school year for three discrete term courses. Possible topics may include North Carolina nature study, biology and culture, human senses, special topics in genetics, and special topics in environmental science. Assignments will include guided library research, careful reading, writing (analysis and reflection) and class discussion. Prerequisite: one unit of High School Biology.

SCI 047, 048, 049: Topics in Biology and Social Science**SST 047, 048, 049: Topics in Biology and Social Science**

Interdisciplinary seminar for upper-level high school students (11th-12th grades) which will look through the lenses of biology and culture at selected issues in various contemporary societies. Students will be asked to read, listen, discuss and write critically and thoughtfully. During the year, students and teachers will study the relationship of biology and culture in three areas: human relationships with nature and the environment (fall term); biology and culture (winter term); and human senses and the creative process (spring term). The course may not be repeated for additional credit. Prerequisite: High School Biology. SCI 047, 048, 049 is cross-listed as SST 047, 048, 049.

Foreign Language Program

The purpose of the high school French and Spanish programs is to achieve practical use of the language with emphasis on current speech patterns and writing style. The college French, German and Italian courses are open to high school juniors and seniors who meet placement testing requirements and the criteria for admission to a college course and whose schedules accommodate the course.

FRE 011, 012, 013: French I

Introduction to the basic sounds and speech patterns of French. Emphasis is on mastery of material studied, including the speaking, writing, reading, and aural-oral comprehension of the language in a culture-oriented atmosphere.

FRE 021, 022, 023: French II

Continued study of the language and the culture, including introduction of finer points of grammar, composition, and conversation. Further emphasis is on the four aspects of language learning introduced in French I. Prerequisite: French I; placement testing.

FRE 031, 032, 033: Advanced French

An in-depth study of the French language and culture, including advanced grammar structure, authentic French texts, music, videos, and films. The emphasis is on building vocabulary and conversational skills. The course is conducted in French. Prerequisite: French II; placement testing.

SPA 011, 012, 013: Spanish I

An introduction to the Spanish language, including speech patterns, grammar, writing, reading, and a diversity of cultural aspects related to Spanish.

SPA 021, 022, 023: Spanish II

A comprehensive study of the language and culture of the Spanish-speaking world, with emphasis on grammar, writing and conversation. The course is conducted primarily in Spanish. Prerequisite: Spanish I; placement testing.

SPA 031, 032, 033: Advanced Spanish

A course emphasizing meaning and communication, with the opportunity to improve fluency through writing, literary analysis, and the learning and understanding of the Spanish and Latin American culture. The course is conducted in Spanish. Prerequisite: Spanish II; placement testing.

Social Studies Program

The social studies program seeks to develop the student's appreciation for history and the social sciences as a foundation for any cultural study. It follows the North Carolina Social Studies Curriculum in presenting a balanced and effective program with focus on Western and non-Western cultures, the American nation, as well as the social sciences. Elective courses may not be offered each year.

SST 004, 005, 006: Eighth-Grade Social Studies: N.C. History through the 21st Century

A study of N.C. history from the age of European discovery through contemporary times. Using U.S. History as a context, eighth-grade students examine the roles of people, events and issues in North Carolina history.

SST 011, 012, 013: World History

An historical approach to the study of human experience throughout the world from ancient to contemporary times will be the core of this survey course. The contributions and patterns of living in civilizations around the world will be examined. This course is offered for students in grade 9.

SST 021, 022, 023: Civics and Economics

An introductory course that focuses on the development of economics, legal and political knowledge, and skills needed by all students so that they may become responsible citizens in an interdependent world. This course is offered for students in grade 10.

SST 031, 032, 033: U.S. History

A study of U.S. history from the end of the 18th century, with special emphasis on the uniqueness of American institutions and their importance in the world today, as well as American artistic contributions. This course is offered for high school students in grades 11 and 12.

SST 034, 035, 036: World Cultural History

Common themes of human experience throughout the world from ancient to contemporary times will be studied, enabling students to explore cultures historically and establish links across time and across cultures. This course fulfills the North Carolina graduation requirement for World History for 11th- and 12th- grade students who did not complete it in the 9th grade. It may also be taken as a Social Studies Elective for 11th- and 12th-grade students.

SST 037, 038, 039: Advanced Civics and Economics

An advanced study of political science and economics, examining basic political, legal and economic institutions and exploring issues facing today's citizens. Students who have completed the 10th-grade course may take this advanced course for elective credit. This course is offered for 11th- and 12th-grade students.

SST 044, 045, 046: Topics in the Social Sciences

An introduction to the social sciences (particularly psychology and sociology) as students study various topics that are selected for three distinctive term courses. The student receives one-third unit credit for each term completed, and a different topic is offered each term. Some examples of the kinds of offerings might include: the creative process, the psychology of imagination, and the artist in cultural context. Open to qualified 11th- and 12th-graders.

SCI 047, 048, 049: Topics in Biology and Social Science**SST 047, 048, 049: Topics in Biology and Social Science**

Interdisciplinary seminar for upper-level high school students (11th-12th grades) that will look through the lenses of biology and culture at selected issues in various contemporary societies. Students will be asked to read, listen, discuss and write critically and thoughtfully. During the year, students and teachers will study the relationship of biology and culture in three areas: human relationships with nature and the environment (fall term); biology and culture (winter term); human senses and the creative process (spring term). The course may not be repeated for additional credit. Prerequisite: High School Biology. SCI 047, 048, 049 is cross-listed as SST 047, 048, 049.

SST 051, 052, 053: Advanced Placement United States History

The AP United States History course is designed to provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history. The themes of the course are designed to encourage students to think conceptually about the American past and to focus on historical change over time. These themes include American diversity, American identity, culture, demographic changes, economic transformations, environment, globalization, politics and citizenship, reform, religion, slavery and its legacies, and war and diplomacy. Frequent research and writing assignments, readings of historical materials and scholarly interpretations, and objective testing are all regular components of the class. Students can qualify for credit at many colleges upon satisfactory completion of the College Board Advanced Placement Examination in United States History.

SST 054, 055, 056: Advanced Placement European History

This study of European history since 1450 introduces students to cultural, economic, political, and social developments that played a fundamental role in shaping the world in which they live. In addition to providing a basic narrative of events and movements, the goals of AP European History are to develop an understanding of some of the principal themes in modern European history, an ability to analyze historical evidence and historical interpretation, and an ability to express historical understanding in writing. Major themes include intellectual and cultural history, political and diplomatic history, and social and economic history. Students can qualify for credit at many colleges upon satisfactory completion of the College Board Advanced Placement European History exam.

SST 057, 058, 059: Advanced Placement United States Government and Politics

This college-level high school course gives students an analytical perspective on government and politics in the United States. It includes both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. politics. Particular topics include the Constitutional underpinnings of U.S. government; the institutions of national government; political beliefs and behaviors; political parties, interest groups and mass media; public policy; and civil rights and civil liberties. A student may earn college credit for this course with a satisfactory score on the College Board Advanced Placement Examination in United States Government and Politics. For 11th- and 12th-graders only, this course meets the Civics and Economics high school diploma requirement at UNCSEA, but may be taken by students who have already completed the Civics and Economics or Advanced Civics and Economics course, or its equivalent at another school.

Wellness Program

The Wellness program is designed to provide students with a comprehensive health and fitness education. The curriculum is designed to enhance the physical, intellectual, emotional, social, and environmental well-being and dignity of the individual and the community. The conservatory environment of UNCSEA affords a unique opportunity for students to receive arts-specific wellness instruction in their arts courses. In the case of dance and drama students, physical activity is also a significant component of regularly scheduled arts courses. In addition, residential programming provides students with opportunities to explore social and emotional components of wellness. The High School Academic Program offers a Wellness course that supplements wellness instruction offered in the arts and residential areas.

HEA 001, 002, 003: Eighth-Grade Health

A study of the basic principles of health as they apply to the young student-artist, including such topics as substance abuse, nutrition, interpersonal skills, first aid and safety.

HEA 011, 012, 013: Health

An introductory study of physical, mental, emotional and environmental health, including units in substance abuse prevention, human sexuality, interpersonal skills, disease control, and first-aid and emergency care.

HEA 021,022,023: Wellness

This course will introduce students to a holistic approach to wellness and provide tools that can help cultivate a balanced life. The course topics include physical, emotional, social, intellectual, and occupational health and is tailored to be specific to the needs of young artists.

PHE 001, 002, 003: Eighth-Grade Physical Education

An individually prescribed fitness course designed to meet the needs and interests of the 8th-grade student-artist and to complement the physical dimension of the arts training. Workouts are supervised by trained fitness personnel. Initial and follow-up evaluations are required to assess gains in fitness.

PHE 011, 012, 013: Physical Education

An individually prescribed fitness course designed to meet the needs and interests of the high school student-artist and to complement the physical dimension of the arts training. Workouts are supervised by trained fitness personnel. Initial and follow-up evaluations are required to assess gains in fitness.

Policy for Admission of High School Students to College Courses

Eligibility

Only those high school students who meet the following criteria will be allowed to enroll in UNCSA Undergraduate Academic Program courses; approval is not automatic.

Grade level – 11 or 12

Test scores

Grade 11 – PSAT/SAT I or achievement test score required

Grade 12 – PSAT/SAT I/ACT scores required

High school credits

Grade 11 – 12 units completed, including 8 required courses

Grade 12 – 13 units completed, including 10 required courses

Grade average in required courses (English, social studies, math, science): at least 3.0, with no failing grades in these areas.

Acceptable reasons for enrollment include:

- Advanced study beyond that which is offered in the high school curriculum.
- Elective credit in areas not offered in the high school curriculum.
- Early college credit if high school diploma requirements are already completed.

To enroll in Undergraduate Academic Program courses, a high school student must first speak with High School Academic Program at least one week before the start of Undergraduate Academic Program classes each term. The High School Academic Program will verify the student's eligibility, check to make sure that the requested course will fit into the student's class schedule, and make a formal request on the student's behalf to the relevant Undergraduate Academic Program faculty member. Once this faculty member grants permission, the student will be enrolled in the course.

Available Courses

Eligible high school students may enroll in only one Undergraduate Academic Program course per term, if approval is granted and space permits. Students may select courses from any of the Undergraduate Academic Program offerings except GES 101, 102, 103; GES 211, 212, 213; and courses restricted to specific student groups.

Textbooks for UNCSA Undergraduate Academic Program Courses

High school students are responsible for purchasing their own textbooks for Undergraduate Academic Program courses, with the exception of students who have already begun studies of German or Italian at a former high school and need a second year of German or Italian (GER 201 or ITA 201) to meet future college entrance requirements. The High School Academic Program will provide texts for GER 201 and ITA 201 only, since high school academic courses in German and Italian are not offered by UNCSA.

Course Credit

High school students who later enroll in a college or university may submit their UNCSA Undergraduate Academic Program courses to that institution for transfer consideration. All such courses are transferable as college credit; however, receiving institutions reserve the right to decide how and if these credits will appear on their transcripts. UNCSA high school graduates who later enroll as undergraduates at UNCSA may receive advanced standing for Undergraduate Academic Program courses completed successfully with a grade of "C" or better if these courses were not required as elective credits to meet the UNCSA high school diploma requirements.