ACADEMIC PROGRAMS

The primary mission of the 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, NCSA'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 offers young artists, eighth grade through college, the opportunity to broaden their perspective on 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

High School Diploma Requirements

Standards of Achievement and Evaluation

Students must meet the course and credit requirements of the state of North Carolina for the high school diploma. 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. A student meeting the requirements of the North Carolina Academic Scholars Program will be designated as a North Carolina Academic Scholar. For additional information, contact the High School Academic Program office.

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 as his or her own for credit will be removed from the course with a grade of "F."

Competency Testing

Students also must have passing scores on the North Carolina Competency Tests in Reading and Mathematics and the North Carolina Test of Computer Skills in order to receive a high school diploma from the North Carolina School of the Arts. These tests, which are required by North Carolina law, are given each year. Each student has several opportunities to pass the tests before the scheduled graduation date.

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 NCSA.

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 Earth/Environmental)	
Health and Physical Education	1 unit
Electives	6 units
(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 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 review of grammar, mechanics and vocabulary as a basis for advanced composition practice in a variety of modes. Along with regular readings and discussions of poetry and prose by American authors, the course introduces students to formal critical analysis of the literary genres.

ENG 034, 035, 036: **English III: Advanced Placement English Language and Composition**
A course that engages students in becoming skilled readers of American prose and poetry written in a variety of periods, disciplines and rhetorical contexts. Students work toward becoming skilled writers who compose for a variety of purposes. Both their writing and their reading make students aware of the interactions among a writer's purposes, audience expectations, and subjects, as well as the way generic conventions and the resources of language contribute to effectiveness in writing. Students can qualify for college credit in many colleges upon satisfactory completion of The College Board Advanced Placement Examination in Language and Composition.

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: Masterworks: Prose, Poetry, and Drama**
A three-term course in which students read and discuss selected literary works from British, European and non-Western authors. Special attention is given to the refinement of skills in written and oral communication.

ENG 044, 045, 046: **English IV: Themes in Literature**
A three-term course in which students will experience a thematic approach to literature with a concentration on the major British works and authors. Focus will be on themes such as innocence and experience, conformity and rebellion, art and literature, and self and society. Emphasis will be placed on composition, and a variety of critical approaches will be used.

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: **English V: Advanced Placement English Composition and Literature**
A seminar-style course in which advanced students discuss readings from major writers. A wide variety of writing experiences, close readings of poetry and prose passages, and objective testing sessions characterize the weekly procedures. Students can qualify for college credit in many colleges upon satisfactory completion of The College Board Advanced Placement Examination in English Literature and Composition.

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 is 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**
A course in single-variable calculus that includes techniques and applications of the derivative, techniques and applications of the definite integral and the Fundamental Theorem of Calculus. Algebraic, graphical, numerical and narrative descriptions are emphasized throughout the course. Emphasis is placed on problem-solving and the use of current technology. Students can qualify for college credit in many colleges upon satisfactory completion of The College Board Advanced Placement Calculus AB exam.

MAT 057, 058, 059: **Statistics**
This course introduces students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Students will observe patterns and departures from patterns, decide what and how to measure, produce models using probability and simulation, and confirm models. Appropriate technology, from manipulatives to calculators and application software, will be used regularly for instruction and assessment. Prerequisite: Pre-Calculus.

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. Prerequisite: Algebra I and one unit of High School Biology.

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 (11^{th}-12^{th} 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 Cultures**
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 the10th-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**
A challenging study of American history from the l6th century with special emphasis on the detailed analysis of political, socio-economic, artistic and literary topics. 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 college credit in many colleges upon the satisfactory completion of The College Board Advanced Placement Examination in United States History. Placement will be confirmed by the instructor.

SST 054, 055, 056: **Advanced Placement European History**
A course that will provide a basic narrative of events and movements in European history from the High Renaissance to the recent past. Themes will include intellectual and cultural history, and political and diplomatic history, as well as social and economic history. Students can qualify for college credit in many colleges upon the satisfactory completion of The College Board Advanced Placement Examination in European History. Placement will be confirmed by the instructor.

Health and Physical Education Program

The goal of the health and physical education program is to instill in each student a lifelong commitment to individual wellness and fitness and to equip each student with the skills and knowledge to make informed decisions regarding his/her well-being. Age-appropriate health courses are offered; the physical education requirement for junior and senior high school students is met in the case of dance and drama students through their regularly scheduled arts courses. For music and visual arts students, a program is offered by High School Programs.

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.

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 students who meet the following criteria will be allowed to apply for admission to courses in the Undergraduate Academic Program; 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 eight required courses
    Grade 12 – 13 units completed, including 10 required courses
Grade average in required courses (English, social studies, math, science) – at least a "B," with no failing grades in these areas.
Acceptable reasons for enrollment include:

I. Advanced study beyond that which is offered in the high school curriculum.
II. Elective credit in areas not offered in the high school curriculum.
III. Early college credit; high school credits completed.

A completed application must be on file in the Undergraduate Academic Programs Office prior to the beginning of the term in which the student seeks enrollment.

Available Courses

Eligible high school students may enroll in one college course per term, if approval is granted and space permits. Courses may be selected from any of the Undergraduate Academic Program offerings except GES 101, 102, 103; GES 211, 212, 213; and courses restricted to specific student groups. The instructor's permission is required for admission to certain advanced-level courses.

Course Credit

High school students have the opportunity to take college courses for which college credit can later be awarded. High school students who later enroll in the North Carolina School of the Arts college program may receive advanced placement credit for college courses completed successfully with a grade of "C" or better when these courses are not part of the basic high school requirements. Those high school students who leave the North Carolina School of the Arts upon completion of their secondary education may submit for transfer credit the college courses taken at NCSA for which a grade of "C" or better was achieved. Final decisions regarding the granting of transfer credit from the School are, as always, made by the receiving institution. In addition to the transcript of all work done at NCSA, a separate letter of explanation regarding the college-level work will be supplied, upon request of the student, to the receiving institution for those high school students who have successfully completed college courses for which they may qualify to receive college credit.