

# Longleaf School of the Arts

2020-21 Course Catalog



---

## Table of Contents

Mission Statement.....	2
Course Planning.....	2
Grading and GPA.....	3
Class Rank.....	3
Graduation Requirements.....	4
Community Service.....	6
Course Requirements for Arts Endorsements.....	6
Course Descriptions.....	8
English.....	8
Mathematics.....	12
Science.....	17
Science and Computer Science Electives.....	20
Social Studies.....	22
Social Studies Electives.....	25
Health & Physical Education.....	27
World Language.....	28
Cognitive Development.....	31
Special Education.....	32
Arts.....	33
Dance.....	34
Literary Arts.....	37
Music- Choral.....	39
Music- Instrumental.....	40
Music- Electives.....	41
Theatre Arts.....	44
Visual Arts.....	48

---

## 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 2020-21 school 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 many factors including graduation requirements, staff availability, 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 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 student’s overall academic performance throughout high school, using final grades earned 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

For the Class of 2021, the graduation requirements for Longleaf School of the Arts are as follows:

Subject	Course Requirements
English	4 credits to be completed in high school English I, II, III and IV (or AP equivalents)
Math	4 credits to be completed in high school A minimum of Math I, Math II, Math III, and Pre-Calculus Honors or Discrete Mathematics Honors
Science	3 credits to be completed in high school Earth/Environmental Science, Biology and a Physical Science
Social Studies	4 credits to be completed in high school World History, Civics/Economics and: <ul style="list-style-type: none"> <li>• American History I and American History II   OR</li> <li>• AP US History and 1 social studies elective</li> </ul>
World Language	2 credits of the same world language to be completed in high school (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	6 credits to be completed in high school Students may complete any combination of arts courses offered at LSA
Electives	2 credits to be completed in high school
Community Service	10 hours of approved community service hours for each year enrolled, totalling 40 hours of service for students who complete their Longleaf education in four years, grades 9-12

Total Credits Required: 27

For the Classes of 2022 and beyond, the graduation requirements for Longleaf School of the Arts are as follows:

Subject	Course Requirements
English	4 credits to be completed in high school English I, II, III and IV (or AP equivalents)
Math	4 credits to be completed in high school A minimum of Math I, Math II, Math III, and Pre-Calculus Honors or Discrete Mathematics Honors
Science	3 credits to be completed in high school Earth/Environmental Science, Biology and a Physical Science
Social Studies	4 credits to be completed in high school World History, Civics/Economics and: <ul style="list-style-type: none"> <li>• American History I and American History II OR</li> <li>• AP US History and 1 social studies elective</li> </ul>
World Language	2 credits of the same world language to be completed in high school (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 Students may complete any combination of arts courses offered at LSA
Electives	1 credit to be completed in high school
Community Service	10 hours of approved community service hours for each year enrolled, totalling 40 hours of service for students who complete their Longleaf education in four years, grades 9-12

Total Credits Required: 24

Please note – LSA requires that all coursework 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 assigned 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.

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 main office within three months of when the service was performed.

\*In the event that a student exceeds four years at LSA, they are accountable for additional community service.

## Course Requirements for Arts Endorsements

All students must earn a minimum of six (6) 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, Musical Theatre, Theatre, and Visual Art. The requirements for each endorsement are listed below and again in its respective subject area in the course catalog. (Effective for the Class of 2017 & beyond.)

Subject	Course Requirements
<b>Choral Music Endorsement</b>	<ul style="list-style-type: none"><li>• 3 Choral Music ensemble credits and meet the "Proficient" level or higher in the last required ensemble</li><li>• Fundamentals of Music</li><li>• AP Music Theory</li><li>• Music History</li><li>• 1 Special Topics in Music (Honors) credit- Choral or Instrumental</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 (formerly called Choreography)</li><li>• 1 of the following credits: Fundamentals of Music, Introduction to Musical Theatre, a 4th dance studio credit meeting the "Proficient level or higher", any other Special Topics in Dance (Honors) courses</li></ul>

<b>Instrumental Music Endorsement</b>	<ul style="list-style-type: none"> <li>● 3 Instrumental Music ensemble credits and meet the “Proficient” level or higher in the last required ensemble</li> <li>● Fundamentals of Music</li> <li>● AP Music Theory</li> <li>● Music History</li> <li>● 1 Special Topics in Music (Honors) credit- Choral or Instrumental</li> </ul>
<b>Musical Theatre Endorsement</b>	<ul style="list-style-type: none"> <li>● Theatre Studio Beginning</li> <li>● Choral Ensemble Beginning</li> <li>● Musical Theatre Intermediate (formerly called Musical Theatre Ensemble)</li> <li>● 2 Choral Music ensemble credits and meet the “Proficient” level or higher in the last required choral ensemble</li> <li>● 1 Dance credit</li> <li>● Somatics for the Performer</li> </ul>
<b>Theatre Endorsement</b>	<ul style="list-style-type: none"> <li>● Theatre Studio Beginning</li> <li>● 2 additional Theatre Studio credits and meet the “Proficient” level or higher in the last required studio</li> <li>● Theatre History</li> <li>● 3 of the following credits: Musical Theatre Beginning (formerly called Introduction to Musical Theatre), a 4th theatre studio meeting the “Proficient” level or higher, any Special Topics in Theatre (Honors) courses</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 OR 3rd Studio can be substituted with Portfolio Development)</li> <li>● Art History</li> <li>● 2 of the following credits: Art Appreciation &amp; History Honors 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 (If used to meet Proficient Studio requirement, then a 2nd AP Art or an additional Special Topic is required)</li> <li>● 1 additional credit Special Topics in Visual Art (Honors) other than Portfolio Development</li> </ul>



---

## 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*

English I (academic or honors)	English II (academic or honors)	English III (academic, honors, or Advanced Placement)	English IV (academic, honors, or Advanced Placement)
-----------------------------------	------------------------------------	---	--

#### *English I*

NOTE: Students will be placed in English I or English I Honors based on middle school grades, teacher recommendations and EOG scores. Homeschool students or any student requesting a change in placement from English I to English I Honors will take an assessment during the registration process.

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*

NOTE: Students will be placed in English I or English I Honors based on middle school grades, teacher recommendations and EOG scores. Homeschool students or any student requesting a change in placement from English I to English I Honors will take an assessment during the registration process.

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.

### ***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.

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

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

AP English Language and Composition gives students the experience of an introductory-level college composition course, emphasizing the expository, analytical, and argumentative modes of writing that form the basis of academic and professional communication. Readings are primarily non-fiction texts by American authors—although students read fiction, drama, and poetry as well, the course emphasizes authorial style and its effect on meaning. AP English Language and Composition teaches students to read primary and secondary sources carefully, to synthesize materials from these texts in their own compositions, and to cite sources using the Modern Language Association (MLA) style guide. Practice in timed writing exercises and multiple-choice rhetorical analysis questions prepares students for the AP Literature and Composition exam in the spring. Throughout the year, students create complex compositions that proceed through several drafts, with revision aided by both the teacher and peers, helping developing writers become more self-aware, flexible, and deliberate.

Students have the opportunity to register for AP exams each school year. LSA does not require its students to take AP exams, but they are encouraged to do so. Exams are given annually in May, per the College Board's exam schedule.

### ***English IV***

Prerequisite: Successful completion of English III or English III Honors

English IV students will continue to extend and expand the fundamentals of reading and composition. Student attention is once again brought to World Literature, including 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 continue to develop college-level vocabulary, grammatical clarity, and stylistic control, reinforcing fundamental skills while becoming even 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 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.

### ***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 is expected to give students the experience of an introductory-level college reading course. The overarching objective in most first-year college reading courses is to enable students to read various complex works of imaginary literature across multiple genres, periods, and cultures with confidence and ease. Content vocabulary, especially with regard to literary analysis, will be applied; and the literary artistry of each piece will be closely analyzed. Social and historical significance will also be considered. Writing will also focus on examining literary artistry, as well as social and cultural contexts. Students will engage in writing expository, analytical and argumentative essays. Taking these essays through the writing process will allow for advanced lessons on organizational structure, grammar, mechanics and style, as students taking this course are expected to have mastered the basic standards of academic writing. Creative writing assignments will also be completed. Additionally, the course will offer preparation for the AP Literature and Composition test by teaching and providing practice in several timed compositions. These include a poem analysis, a prose analysis and a free response question on a literary topic, requiring evidence from the student's own reading experiences. Practice in using the process of elimination (POE) to accurately answer multiple choice questions on complex literary reading passages will also be provided.

Students have the opportunity to register for AP exams each school year. LSA does not require its students to take AP exams, but they are encouraged to do so. Exams are given annually in May, per the College Board's exam schedule.

## 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 Pre-Calculus Honors.

### *Possible Course Sequences*

Grade 9	Grade 10	Grade 11	Grade 12
NC Mathematics I	NC Mathematics II	NC Mathematics III	NC Math IV, NC Math IV Honors or Pre-Calculus Honors
NC Mathematics I	NC Mathematics II	NC Mathematics III Honors	Pre-Calculus Honors, NC Math IV Honors, AP Calculus or AP Statistics
NC Mathematics I	NC Mathematics II Honors	NC Mathematics III Honors	Pre-Calculus Honors, NC Math IV Honors, AP Calculus or AP Statistics
NC Mathematics II	NC Mathematics III	Pre-Calculus Honors	NC Math IV Honors, AP Calculus or AP Statistics
NC Mathematics 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. Homeschool students will be required to take a math assessment.

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.

### ***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 courses.

---

*Students may not waive into this course; only students receiving the teacher recommendation will be permitted to register for this course.*

### **NC Mathematics III**

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

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.

### **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)

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.

*Students may not waive into this course; only students receiving the teacher recommendation will be permitted to register for this course.*

### **NC Mathematics IV Honors**

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 why's behind the what's of the concepts presented. (Please note that there is no academic version of this course; it is honors level only.)

### ***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)

From the College Board's 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 have the opportunity to register for AP exams each school year. LSA does not require its students to take AP exams, but they are encouraged to do so. Exams are given annually 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's 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 have the opportunity to register for AP exams each school year. LSA does not require its students to take AP exams, but they are encouraged to do so. Exams are given annually 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's 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 have the opportunity to register for AP exams each school year. LSA does not require its students to take AP exams, but they are encouraged to do so. Exams are given annually in May, per the College Board's exam schedule.

## 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).

### *Some possible course sequences*

Grade 9	Grade 10	Grade 11	Grade 12
Earth/Environ Science	Biology (academic or honors)	Chemistry or Physics (academic or honors)	
Earth/Environ Science Honors	Biology (academic or honors)	Chemistry or Physics (academic or honors)	Chemistry or Physics (academic or honors)
Earth/Environ 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	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*

There is no prerequisite for Earth/Environmental Science.

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.

---

## ***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 have the opportunity to register for AP exams each school year. LSA does not require its students to take AP exams, but they are encouraged to do so. Exams are given annually 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 and teacher recommendation.

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 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 and teacher recommendation.  
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.

Students have the opportunity to register for AP exams each school year. LSA does not require its students to take AP exams, but they are encouraged to do so. Exams are given annually in May, per the College Board's exam schedule.

\*LSA plans to offer students AP Biology on an **every other year** basis (subject to change based on level of student interest). LSA **anticipates** offering AP Biology in 2020-21 and 2022-23.

### *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 have the opportunity to register for AP exams each school year. LSA does not require its students to take AP exams, but they are encouraged to do so. Exams are given annually in May, per the College Board's 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 2020-21 and 2022-23.

### *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.

\*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 2021-22 and 2023-24.

## 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 have the opportunity to register for AP exams each school year. LSA does not require its students to take AP exams, but they are encouraged to do so. Exams are given annually in May, per the College Board's exam schedule.

---

## 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/Economics. Students will then choose one of two pathways to complete the American History option, as shown in the table below:

### *Course sequence options*

Grade 9	Grade 10	Grade 11	Grade 12
World History (academic/honors)	Civics/Economics (academic/honors)	American History I (academic/honors)	American History II (academic/honors)
World History (academic/honors)	Civics/Economics (academic/honors)	AP US History	Social Studies elective (if not completed in an earlier year)

### *World History*

NOTE: There is no prerequisite.

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*

NOTE: Student placement will be based on previous grades, Reading EOG scores 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.

---

### ***Civics & Economics***

Prerequisite: There is no prerequisite. Students typically take this course sophomore year.

Civics and Economics is a seminar format course typically taken in the tenth grade. The course combines textbook study, lectures, guest presentations and projects in an effort to provide active citizenship training for students. The curriculum includes a study of the role of political parties, the media and interest groups in American democracy, and includes an in-depth study of the Constitution and related issues. This course provides a survey of economic systems and how the world economies interrelate. An essential section of the course is involvement in various projects which affect our school, community and state.

### ***Civics & Economics Honors***

Prerequisite: Successful completion of World History or World History Honors and teacher recommendation.

Civics and Economics Honors covers all topics included in the regular Civics and Economics 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.

### ***American History Part I***

Prerequisite: Students may be placed in American History Part I after completing Civics/Economics.

American History Part I will examine the historical and intellectual origins of the United States from the European exploration and colonial settlement to the Revolutionary and Constitutional eras. Students will learn about the important political and economic factors that contribute to the development of colonial America and the outbreak of the American Revolution, as well as the consequences of the Revolution, including the writing and key ideas of the United States Constitution. This course will guide students as they study the establishment of political parties, America's westward expansion, the growth of sectional conflict, how that sectional conflict led to the Civil War, and the consequences of the Civil War, including Reconstruction.

### ***American History Part I Honors***

Prerequisite: Successful completion of Civics/Economics or Civics/Economics Honors and teacher recommendation.

American History Part I 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.



---

### ***American History Part II***

Prerequisite: Successful completion of American History I or American History I Honors.

American History Part II will trace the change in the ethnic composition of American society, the movement toward equal rights for racial minorities and women, and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts, as well as the continuing tension between the individual and the state. The desired outcome of this course is for students to develop an understanding of the cause and effect relationship between past and present events, recognition of patterns of interactions, and understanding of the impact of events on in the United States in an interconnected world.

### ***American History Part II Honors***

Prerequisite: Successful completion of American History I or American History I Honors and teacher recommendation.

This course covers all topics included in the regular American History Part II 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 Civics/Economics 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 have the opportunity to register for AP exams each school year. LSA does not require its students to take AP exams, but they are encouraged to do so. Exams are given annually in May, per the College Board's exam schedule.

---

## SOCIAL STUDIES ELECTIVES

### *Domestic and Global Current Events*

Prerequisite: Enrollment in grade 11 or 12.

This course will provide students with an opportunity to explore current events of significance and their effects on society. The course will use the platforms of geography and media coupled with Paideia style seminars and Socratic instruction to launch inquiry that will require research, discussion, and writing. Discussion of current world issues and how people view them will be an integral part of the course. It will combine an analysis of domestic economic, political and social events as they develop through the year with a global view of those events and how they effect the United States socially and economically.

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

### *Advanced Placement (AP) European History*

Prerequisite: Successful completion of World History and teacher recommendation.

From the College Board Advanced Placement website: The 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. Without this knowledge, we would lack the context for understanding the development of contemporary institutions, the role of continuity and change in present-day society and politics, and the evolution of current forms of artistic expression and intellectual discourse. 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.

Students have the opportunity to register for AP exams each school year. LSA does not require its students to take AP exams, but they are encouraged to do so. Exams are given annually in May, per the College Board's exam schedule.

### *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 have the opportunity to register for AP exams each school year. LSA does not require its students to take AP exams, but they are encouraged to do so. Exams are given annually in May, per the College Board's exam schedule.

### ***Arts/Social Studies Electives***

The following courses can be found in the Arts portion of the course catalog. They are designated arts courses but may be used toward the fourth social studies graduation requirement if the student successfully completes AP US History, in which case, the student would need to earn a credit in AP US History and an additional social studies credit. (See table at the beginning of the Social Studies section for explanation.)

Art History  
Dance History  
Theatre History

Art Appreciation & History Honors  
Music History

---

## 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 (through level III). Students who arrive at LSA as 10th graders having successfully completed one world language credit during 9th grade, will need to complete one credit in the same language while at LSA.

Students are welcome to and encouraged to take more than the minimum world language requirements.

Students have the opportunity to pursue high school world language credit outside of LSA if desired/needed. Students need to inquire with their assigned school counselor for more information on that process.

### *Possible Course Options*

Grade 9	Grade 10	Grade 11	Grade 12
World Language level I	(same) World Language level II		
World Language level II	(same) World Language level III Honors	(same) World Language level IV Honors	
World Language level I	(same) World Language level II	(same) World Language level III Honors	(same) World Language level IV Honors
World Language level I	(same) World Language level II	(same) World Language level III Honors	AP World Language if offered
World Language level I	(same) World Language level II	(new) World Language level I	
World Language level I	(same) World Language level II	(new) World Language level I	(new) World Language level II

World Language level I	(same) World Language level II		(new) World Language level I
	World Language level I	(same) World Language level II	
	World Language level I	(same) World Language level II	(same) World Language level III Honors
	World Language level I	(same) World Language level II	(new) World Language level I
		World Language level I	(same) World Language level II

### ***French I-III***

There is no prerequisite for French I; this course is open to all grade levels.  
 French II placement requires successful completion of French I and teacher recommendation.  
 French III Honors placement requires successful completion of French II 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 and teacher recommendation.

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.

### *Spanish III-IV Honors*

Prerequisite: Spanish III Honors placement requires successful completion of Spanish II and teacher recommendation. 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 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 includes additional out of class research, reading and writing assignments.



---

## 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 to promote student responsibility and increase skills needed to achieve success in core classes.

---

## ARTS

### DANCE, LITERARY, MUSIC- CHORAL, MUSIC- INSTRUMENTAL, THEATRE, AND VISUAL

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

Students have the option of pursuing an endorsement in dance, 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 students pursuing an endorsement may not waive into a class that would be used to fulfill an endorsement requirement; those students would be ineligible for endorsement.

---

## 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, Introduction to Musical Theatre, a 4th dance studio credit meeting the “Proficient level or higher”, any other Special Topics in Dance (Honors) courses

Please note that placement in dance courses is via audition/teacher recommendation. Students waiving into a dance course for which they are not recommended will *not* be eligible to earn a dance endorsement.

### *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.

### *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 2020-21 and 2022-23.

### *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 our range, prevent injury, and maintain a healthy body that can undergo the rigors of the performing arts.

### *Special Topics in Dance (Honors): Ballet\**

Prerequisite: Successful completion of a minimum of one year of dance at LSA and recommendation for Dance Intermediate or higher, or teacher recommendation (after a dance placement has been made or level in ballet verified).

Ballet is an honors level course designed to provide students with an opportunity to continue their pursuit of the classical ballet technique with an emphasis on technical development and extended movement combination (variations). In this course, students will work on their performance qualities, musicality and artistry; theory will be studied throughout the year.

---

Students enrolling in this course must furnish the following:

- Humana Festival: The Complete Plays
- Black leotard, pink tights and pink ballet shoes for females, black tights, white fitted shirt and black ballet shoes for males

\*LSA plans to offer students Ballet on an **every other year** basis (subject to change based on level of student interest). LSA **anticipates** offering the course in 2020-21 and 2022-23.

***Special Topics in Dance (Honors): Jazz/Tap\****

Prerequisite: Successful completion of a minimum of one year of dance at LSA and recommendation for Dance Intermediate or higher, or teacher recommendation (after a dance placement has been made or level in ballet verified).

Jazz dance will explore flexibility, strength, progression through turns, kicks, and leaps, and choreography. Jazz dance will start out at intermediate and progress up to proficient/advanced by the end of the year. Tap dance will explore musicality with sounds of the tap shoe, rhythm, formations and complex movements integrated with specific tap vocabulary. The tap segment will start out beginner and progress up to intermediate/proficient by the end of the year. Students will become more familiar and skilled in highly-performance based dance technique, strength, focus, and projection. Through the course students will gain a greater understanding of proper alignment, time, space, weight, flow, and technical skill in jazz and tap. The course will end with a large choreography project that will be integrated into the spring dance concert.

\*LSA plans to offer students Jazz/Tap on an **every other year** basis (subject to change based on level of student interest). LSA **anticipates** offering the course in 2020-21 and 2022-23.

***Special Topics in Dance (Honors): Dance Composition\****

Prerequisite: Successful completion of a minimum of two years of dance at LSA or successful completion of one year of dance at LSA and teacher recommendation.

Dance Composition 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 choreographer will also learn how to dress their choreographic studies with costumes, lighting, and any additional scenic complements.

\*LSA plans to offer students Dance Composition 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 2021-22 and 2023-24.

---

## LITERARY ARTS

### *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 I 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.

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

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.

---

### *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.

### *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). See the table below to identify when LSA **anticipates** offering the course in 2021-22 and 2023-24.

---

# MUSIC

## CHORAL MUSIC

### Choral Music Endorsement (Optional)

- 3 Choral Music ensemble credits and meet the “Proficient” level or higher in the last required ensemble
- Fundamentals of Music
- AP Music Theory
- Music History
- 1 Special Topics in Music (Honors) credit- Choral or Instrumental

Please note that placement in choral music courses is via audition/jury placement. Students waiving into a music course for which they were not recommended will *not* be eligible to earn a Music Endorsement.

### *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 levels*

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.

## ***INSTRUMENTAL MUSIC***

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

- 3 Instrumental Music ensemble credits and meet the "Proficient" level or higher in the last required ensemble
- Fundamentals of Music
- AP Music Theory
- Music History
- 1 Special Topics in Music (Honors) credit- Choral or Instrumental

Please note that placement in instrumental music course is via audition/jury placement. Students waiving into a music course for which they were not recommended will *not* be eligible to earn a Music Endorsement.

### ***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.

## **MUSIC ELECTIVES**

### ***Fundamentals of Music***

There is no prerequisite for Fundamentals of Music; this course is open to all grade levels.

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 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.

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 2020-21 and 2022-23.

### *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 course may also be used as the student's social studies elective course if the student is completing the AP US History option.

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.

### *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 encouraged to take the AP Music Theory exam in May.

---

## THEATRE ARTS

### Musical Theatre Endorsement (Optional)

- Theatre Studio Beginning
- Choral Ensemble Beginning
- Musical Theatre Intermediate (formerly called Musical Theatre Ensemble)
- 2 Choral Music ensemble credits and meet the “Proficient” level or higher in the last required choral ensemble
- 1 Dance credit
- Somatics for the Performer

### Theatre Endorsement (Optional)

- Theatre Studio Beginning
- 2 additional Theatre Studio credits and meet the “Proficient” level or higher in the last required studio
- Theatre History
- 3 of the following credits: Musical Theatre Intermediate, a 4th theatre studio meeting the “Proficient” level or higher, any Special Topics in Theatre (Honors) courses

Please note that placement in theatre studio courses is via audition/teacher recommendation. Students waiving into a theatre/dance/choral course for which they were not recommended will *not* be eligible to earn a Musical Theatre or Theatre Endorsement.

### *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.

---

### ***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.

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.

### ***Musical Theatre Intermediate***

Prerequisite: Successful completion of both Theatre Studio Beginning and Choral Ensemble Beginning.

This course allows students to explore the multiple artistic disciplines involved in musical theatre. Students will master basic choreography, vocal technique, gesticulation, movement and stage presence.

### ***Musical Theatre Proficient (Honors)***

Prerequisite: Successful completion of Musical Theatre Intermediate and teacher recommendation.

This course allows students to further explore the multiple artistic disciplines involved in musical theatre. Students are expected to perform choreography, healthy vocal technique, gesticulation, movement and stage presence in solo and ensemble settings.

### ***Theatre History***

There is no prerequisite for Theatre 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.

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.

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

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.



---

## VISUAL ART

### Visual Arts Endorsement

- 3 Art Studio credits (and meet the “Proficient” level or higher in the last required studio OR 3rd Studio can be substituted with Portfolio Development)
- Art History
- 1 of the following credits: Art Appreciation & History Honors OR an AP Studio Art, OR a 4th art studio, meeting the “Proficient” level or higher
- Special Topics in Visual Art (Honors): Portfolio Development (If used to meet Proficient Studio requirement, then a 2nd AP Art or an additional Special Topic is required)
- 1 additional Special Topics in Visual Art (Honors) other than Portfolio Development

Please note that placement in visual art courses is via audition/teacher recommendation. Students waiving into a visual arts course for which they are not recommended will *not* be permitted to earn a Visual Arts Endorsement.

### *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 (Honors)***

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.

### ***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 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.

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.

### *Art Appreciation and History Honors*

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

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 a continuation of study in art history and 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.

LSA plans to offer students *Art Appreciation and History Honors* on an **every other year** basis (subject to change based on level of student interest) . This course is expected to run again in 2021-22.

### *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.

---

### *Special Topics in Visual Art (Honors): 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.

\*LSA plans to offer students Ceramics II on an **every other year** basis (subject to change based on level of student interest). LSA **anticipates** offering the course in 2020-21 and 2022-23.

### *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.

\*LSA plans to offer students Mixed Media on an **every other year** basis (subject to change based on level of student interest). LSA **anticipates** offering the course in 2021-22 and 2023-24.

### *Special Topics in Visual Art (Honors): 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.

---

### *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.

\*LSA plans to offer students Sculpture on an **every other year** basis (subject to change based on level of student interest). LSA **anticipates** offering the course in 2020-21 and 2022-23.

### *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 have the opportunity to register for AP exams each school year. LSA does not require its students to take AP exams, but they are encouraged to do so. Exams are given annually in May, per the College Board's exam schedule.

### *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 have the opportunity to register for AP exams each school year. LSA does not require its students to take AP exams, but they are encouraged to do so. Exams are given annually in May, per the College Board's 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 have the opportunity to register for AP exams each school year. LSA does not require its students to take AP exams, but they are encouraged to do so. Exams are given annually in May, per the College Board's exam schedule.