

Roxboro Community School

**115 Lake Drive
Roxboro, NC 27573
336-597-0020**

Course Selection Guide

2017 - 2018

www.roxborocommunityschool.org

Roxboro Community School

115 Lake Drive
Roxboro, NC 27573
336-597-0020

www.roxborocommunityschool.org

Course Selection Guide

Introduction

Students register for six courses. Students may register for two electives; electives include courses in foreign languages, (a minimum of a two-year sequence is required for graduation) fine arts, or technology. Students may also elect to take two courses in a core area, with approval. Course types are College Preparatory, Honors, or Advanced Placement. In College Prep courses, an A earns four (4) quality points. Because Honors courses (H) go into greater depth and breadth and are conducted at a faster pace than College Prep courses, they carry weighted credit: the grade of A earns five (5) quality points. Advanced Placement (AP) courses carry the weighted credit of six (6) quality points for the grade of A, in keeping with the much higher demands of a student's time and intellectual commitment. Certain courses have prerequisites and co-requisites (a co-requisite can be taken simultaneously with the course described). Students should consult their current teachers for assistance with placement. Students should always provide alternatives on the registration forms, especially for electives.

Each North Carolina End-of-Course examination will count 25 percent of the final grade. Students must complete diploma requirements in order to graduate. See below.

Roxboro Community School Graduation Requirements

- 4 credits - English English I, II, III, IV
- 4 credits - Mathematics Math I, Math II, Math III, and a higher level math course with Math III as prerequisite
- 3 credits - Science Earth/Environmental Science, Biology, Chemistry
- 4 credits – Social Studies Civics and Economics, World History and US History I and either US History II **or** AP US History
- 2 credits - World Languages Two elective credits in a second language required for the UNC System, including one course beyond the first year.
- 1 credit - Healthful Living Health/Physical Education
- 4 credits – Electives Four elective credits strongly recommended (four course concentration) from one of the following:

Arts Education (e.g. dance, music, theater arts, visual arts)
Any other subject area (social studies, science, math, English)

Total

22 Credits

Promotion Policy

To be promoted to Grade 10:	5 credits including English I, Math I and American History I
To be promoted to Grade 11:	10 credits including English I & II, American History I & II, Math I, and Math II
To be promoted to Grade 12:	16 Credits including English I, II, & III, American History I & II, World History, Math I, Math II, and Math III

Roxboro Community School - Grading Scale

90 – 100	A
80 – 89	B
70 – 79	C
60 – 69	D
0 – 59	F - Failure

Roxboro Community School Exam Policy

Roxboro Community School believes that the final examination is an important component in the educational process and helps to ensure the educational success of students. Further, RCS believes that the final examination serves to tie a semester's work together so that students understand whole concepts in instruction and helps to prepare students for later examinations in college. Toward this philosophy, RCS established the following policy:

1. Final examinations will be given in all subjects.
2. A maximum of two hours will be devoted to each class exam.
3. All exams will be taken at scheduled times, except in hardship situations that have prior approval from the school principal.
4. All EOC and exam grades will count one-fourth (1/4) of the final course average.
5. All students with a failing average are still required to take final exams.
6. Students taking exams will remain in class during the entire exam period.
7. Students are not to be present at other schools or on school grounds during times when they are not directly involved in taking exams.

Advanced Placement (AP)

Advanced Placement courses are designed to give students the opportunity to pursue college-level studies while still in high school and to receive course credit and placement upon entering a university.

An Advanced Placement course is challenging, stimulating and, compared to other high school courses, takes more time and requires more homework. It also goes into greater depth and gives greater opportunity for individual progress and accomplishment. Students in AP courses are required to take the AP exam at the end of the school year.

English

College Preparatory English I

Grade Level: 9

This course is designed for college-bound students who must comprehend and analyze rigorous literary and nonfiction texts. Students read major genres of literature (novels, dramas, short stories, and poetry) as well as nonfiction selections. Students will read Shakespeare's Romeo and Juliet. Frequent writing assignments develop students' critical thinking skills and creative expression. The course provides a study of grammar, mechanics, usage, and vocabulary. All students will practice public speaking. This course follows the objectives of the Common Core Curriculum for English with a heavy emphasis on nonfiction.

Honors English I (H)

Grade Level: 9

Recommendation from previous English Instructor required

This accelerated course is designed to challenge highly academically advanced, highly motivated students who must read complex literature and nonfiction independently and analyze it in terms of themes, character motivation, purpose, mode, and cultural and philosophical contexts. Students read major works of literature (novels, dramas, short stories, and poetry) as well as nonfiction. Students will read Shakespeare's Romeo and Juliet. Through frequent writing assignments, students develop the skills of close textual analysis, critical thinking, and creative expression. This course is reading-and-writing-intensive. The course provides a study of grammar, mechanics, usage, and vocabulary. All students will practice public speaking. This course follows the objectives of the Common Core Curriculum for English with a heavy emphasis on nonfiction.

College-Preparatory English II

Grade Level: 10

This college-preparatory course focuses on the development of complex thought processes, independence in learning, and creative expression through discussion and frequent writing assignments. This course is designed for college-bound students who are capable of comprehending and analyzing literary and nonfiction texts. Students will read genres of world literature as well as other fiction and nonfiction selections. Students will read Shakespeare's Julius Caesar. Frequent writing assignments develop students' critical thinking skills and creative expression. The course provides a study of grammar, mechanics, usage, and vocabulary. All students will practice public speaking. This course follows the objectives of the Common Core Curriculum for English with a heavy emphasis on nonfiction. *Sophomores must take the English II EOC, which requires students to answer multiple choice questions about readings and open-ended questions that require students to construct short responses with textual evidence.*

Honors English II (H)

Grade Level: 10

Recommendation from previous English Instructor required

This accelerated course is designed for highly academically advanced, highly motivated students who must read complex fiction and nonfiction literature independently and analyze it in terms of themes, character motivation, purpose, mode, and cultural and philosophical contexts. Students read works of world literature, as well as other fiction and nonfiction. Students will read Shakespeare's Julius Caesar. Frequent writing assignments promote close textual analysis and development of students' critical thinking and creative expression. This course is reading-and-writing-intensive, and provides a study of grammar, mechanics, usage, and vocabulary. All students will practice public speaking. This course follows the objectives of the Common Core Curriculum for English with a heavy emphasis on nonfiction. *Sophomores must take the English II EOC, which requires students to answer multiple choice questions about readings and open-ended questions that require students to construct short responses with textual evidence.*

College-Preparatory English III

Grade Level: 11

This course is designed for college-bound students who must read, comprehend, and analyze rigorous literary and nonfiction texts. Students read genres of American literature as well as other works of fiction and nonfiction. Frequent writing assignments will develop students' critical thinking skills and creative expression. Also, students will read Shakespeare's Hamlet. The course will provide a study of grammar, mechanics, usage, and vocabulary. Students will study the research process and present a speech. This course follows the objectives of the Common Core Curriculum for English with a heavy emphasis on nonfiction. *English III students are required to meet career and college readiness benchmarks on the ACT in grammar, reading, and writing, along with math and science benchmarks.*

Honors English III (H)**Grade Level: 11****Recommendation from previous English Instructor required**

This accelerated course is designed for highly academically advanced and highly motivated students who must improve writing skills prior to enrolling in AP Literature in their senior year. Students will read American Literature of all genres for purposes of textual analysis, critical thinking, and writing development. Also, students will read Shakespeare's Hamlet. The course is reading and writing intensive. As well, the course will teach grammar through writing and mini-lessons. Students will study the research process and present a speech. This course follows the objectives of the Common Core Curriculum for English with a heavy emphasis on nonfiction. ***English III students are required to meet career and college readiness benchmarks on the ACT in grammar, reading, and writing along with math and science benchmarks.***

Advanced Placement English III (AP)**Grade Level: 11**

Students must have a B average in Honors English II and must take the AP exam to receive AP credit. Recommendation of English II Instructor required. If a student enrolls without meeting these requirements, the parents must sign a document acknowledging that both parents and student understand the rigor and challenge the student will experience.

This course covers the objectives of the Common Core Curriculum for English, but is based on College Board Standards for AP Language or AP Literature respectively. Audited by College Board, AP English Language and Composition is designed for highly academically advanced, highly motivated students who are capable of reading complex literary selections independently and analyzing them in terms of language, style, themes, character motivation, and cultural and philosophical contexts. Students read various genres (short and longer works). AP has rigorous reading and writing components to prepare students for the AP test. Writing assignments include close textual analysis of fiction, nonfiction, and timed writings that analyze persuasive writing/texts and create rhetorically sound arguments. Students will read Shakespeare's Hamlet. Students study advanced composition skills, including lessons in grammar, mechanics, usage, and vocabulary. This course is extremely reading and writing intensive and will demand approximately an hour of homework per night. Students study the research process and deliver a formal speech. Students who take this course are expected to take the AP Examination in English Language and Composition in May. This course is also open to juniors who meet prerequisite guidelines for Advanced Placement. This course follows the objectives of the Common Core Curriculum for English. ***English III students are required to meet career and college readiness benchmarks on the ACT in grammar, reading, and writing along with math and science benchmarks.***

College-Preparatory English IV**Grade Level: 12**

This course is designed for college-bound students who must read, comprehend, and analyze literary texts. Students read works of British literature as well as other works of fiction and nonfiction. Students will read Shakespeare's Macbeth. Frequent writing assignments will develop students' critical thinking skills and creative expression. The course provides a study of grammar, mechanics, usage, and vocabulary. This course follows the objectives of the Common Core Curriculum for English with a heavy emphasis on nonfiction. ***Seniors must satisfy the Senior Exit Speech requirements.***

Honors English IV (H)**Grade 12****Recommendation from previous English Instructor required**

This accelerated course is designed for highly academically advanced and highly motivated students who want a challenging course but are not ready for the rigor of Advanced Placement. Students read British literature as well as other works of fiction and nonfiction. Students will read Shakespeare's Macbeth. While the course focuses on all genres of writing, emphasis is on argumentative writing and literary analysis. Honors English 12 is reading and writing intensive. The course provides a study of grammar, mechanics, usage, and vocabulary. This course follows the objectives of the Common Core Curriculum for English with a heavy emphasis on nonfiction. ***Seniors must satisfy the Senior Exit Speech requirements.***

Advanced Placement English IV (AP)**Grade Level: 12**

Students must have a B average in Honors English III or AP Language and Composition and must take the AP exam to receive AP credit. Recommendation

of English III or AP Language Instructor is required. If student enrolls without meeting these requirements, the parents must sign a document acknowledging that both parents and student understand the rigor and challenge the student will experience.

This course covers the objectives of the Common Core Curriculum for English, but is based on College Board Standards for AP Language or AP Literature respectively. Audited by College Board, AP English Literature and Composition is designed for highly academically advanced, highly motivated students who are capable of reading complex literary selections independently and analyzing them in terms of themes, character motivation, and cultural and philosophical contexts. Students read major works of British literature as well as other AP recommended literary works. The course has a rigorous reading load in fiction, drama, and poetry. Writing assignments include close textual analyses of fiction, poetry, and drama. Students will read Shakespeare's *Macbeth*. Timed writings analyze prose and poetic passages and treat literary concepts from the student's repertoire. Students study advanced composition skills, including lessons in grammar, mechanics, usage, and vocabulary. This course is extremely reading-and writing-intensive and will demand approximately an hour of homework per night. Students who take this course are expected to take the AP Examination in English Literature and Composition in May. This course follows the objectives of the Common Core Curriculum for English. ***Seniors must satisfy the Senior Exit Speech requirements.***

Communications I

Grade Level: 9– 12

Prerequisite: Interview, Writing Sample & Application Required

In this yearlong course, students will gain hands-on experience in print-based, broadcast and electronic publication. Students will learn to develop a production schedule and meet publication deadlines. Classes generally consist of workshops, but students will receive instruction in various aspects of journalism and publication, including feature writing; headline writing; conducting interviews, surveys, and polls; research; photojournalism; layout and design; and advanced software techniques (Microsoft Publisher and HTML). There will be field trips to local news organizations, UNC-Chapel Hill's School of Journalism and Mass Communication, and guest speakers from the journalistic community. Students must complete an interview with the Journalism Instructor to be accepted into the class; students can begin applying at the freshman level. **This class requires outside, after-school assignments.** This elective does not satisfy a graduation requirement in English.

Communications II

Grade Level: 10– 12

Prerequisite: Communications I & Instructor Approval

In this yearlong course, students will build on the skills learned in Communications I, including hands-on experience in print-based, broadcast and electronic publication. Students will build on the skills learned in Communications I to develop a production schedule and meet publication deadlines. Classes generally consist of workshops, but students will receive instruction in various aspects of journalism and publication, including feature writing; headline writing; conducting interviews, surveys, and polls; research; photojournalism; layout and design; and advanced software techniques (Microsoft Publisher, InDesign, and HTML). There will be field trips to local news organizations, UNC-Chapel Hill's School of Journalism and Mass Communication, and guest speakers from the journalistic community. **This class requires outside, after-school assignments.** This elective does not satisfy a graduation requirement in English.

Communications II, Honors

Grade Level: 10– 12

Prerequisite: Communications I & Instructor Approval

In this yearlong course, students will build on the skills learned in Communications I, including hands-on experience in print-based, broadcast and electronic publication. Students will learn to develop a production schedule and meet publication deadlines. Students in Honors classes will take a leadership role and guide other students in developing the skills necessary to produce newspapers, yearbooks, video broadcasts and social media informative posts. Classes generally consist of workshops, but students will receive instruction in various aspects of journalism and publication, including feature writing; headline writing; conducting interviews, surveys, and polls; research; photojournalism; layout and design; and advanced software techniques (Microsoft Publisher, InDesign, and HTML). There will be field trips to local news organizations, UNC-Chapel Hill's School of Journalism and Mass Communication, and guest speakers from the journalistic community. **This class requires outside, after-school assignments.** This elective does not satisfy a graduation requirement in English.

Communications III, Honors

Grade Level: 11– 12

Prerequisite: Communications II & Instructor Approval

In this yearlong course, students will continue to build upon the skills learned in Communications I and II, including hands-on experience

in print-based, broadcast and electronic publication. Students will build on previous knowledge and experience to develop a production schedule and meet publication deadlines. Communications III students will teach younger students skills in publication design, scheduling, writing and photography. Classes generally consist of workshops, but students will receive instruction in various aspects of journalism and publication, including feature writing; headline writing; conducting interviews, surveys, and polls; research; photojournalism; layout and design; and advanced software techniques (Microsoft Publisher, InDesign, and HTML). There will be field trips to local news organizations, UNC-Chapel Hill's School of Journalism and Mass Communication, and guest speakers from the journalistic community. **This class requires outside, after-school assignments.** This elective does not satisfy a graduation requirement in English.

Communications IV, Honors

Grade Level: 12

Prerequisite: Communications III & Instructor Approval

In this yearlong course, students will work independently on print-based, broadcast and electronic publication. Students will develop a production schedule and meet publication deadlines. Communications IV students will teach younger students skills in publication design, scheduling, writing and photography. Classes generally consist of workshops, but students will receive instruction in various aspects of journalism and publication, including feature writing; headline writing; conducting interviews, surveys, and polls; research; photojournalism; layout and design; and advanced software techniques (Microsoft Publisher, InDesign and HTML). There will be field trips to local news organizations, UNC-Chapel Hill's School of Journalism and Mass Communication, and guest speakers from the journalistic community. **This class requires outside, after-school assignments.** This elective does not satisfy a graduation requirement in English.

Creative Writing

Grade Level: 9 – 12

Creative writing is designed to aid students in their creative expression, as well as delivery of their writing. Students will read and discuss articles on the craft of writing. The first quarter will focus on fiction. Students will read and evaluate the effectiveness of fiction of varying styles. They will write and workshop short stories to complete a final portfolio. The second quarter will focus on poetry and creative nonfiction. Students will learn poetic vocabulary and read and interpret poems of varying styles. Students will write and workshop each other's poetry to complete a final portfolio at the end of the quarter.

Mathematics

Math I

Grade Level: 9

This rigorous course is designed to formalize and extend the mathematics learned in the middle grades. The topics studied seek to deepen and extend the understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Math I uses properties and theorems involving congruent figures to deepen and extend understanding of geometric knowledge from prior grades. Culminating units of study tie together the algebraic and geometric ideas studied and also provide students opportunities to have experiences with more formal means of assessing how a model fits data. Students use regression techniques to describe approximate linear relationships between two quantities. They further use graphical representations and knowledge of the context to make judgments about the appropriateness of the linear models. Appropriate technology and tools, including manipulatives and calculators, will be used regularly for instruction and assessment. *Students in this course must take the End-of-Course test for Math I.*

Math II (or Honors Math II)

Grade Level: 9 - 10

Prerequisite: Math I

This rigorous course focuses on quadratic expressions, equations, and functions; comparing their characteristics and behavior to those of linear and exponential functions from Math I as a continuing study from Math I. The need for extending the set of rational numbers arises, and complex numbers are introduced so that all quadratic equations can be solved. The link between probability and data is explored through conditional probability and counting methods, including their use in making and evaluating decisions. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through the Pythagorean relationships.

Circles, with their quadratic algebraic representations, complete the course. Appropriate technology and tools, including manipulatives and calculators, will be used regularly for instruction and assessment.

Math III (or Honors Math III)

Grade Level: 9 - 11

Prerequisite: Math I, Math II

This course is designed so that students have the opportunity to pull together and apply the accumulation of mathematics concepts learned previously. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, rational, and radical functions, including an intense study of families of functions and the relationships therein. They expand their study of right triangle trigonometry to include general triangles and in the study of trigonometric functions to model simple periodic phenomena. Finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems. Appropriate technology and tools, including manipulatives and calculators, will be used regularly for instruction and assessment.

Essentials of College Mathematics (ECM)

Grade Level: 11 - 12

Prerequisite: Math I, II and III

The course emphasizes understanding of math concepts rather than just memorizing procedures. ECM students learn the context behind the procedure: why to use a certain formula or method to solve a problem, for example. This equips them with higher-order thinking to apply math skills, functions and concepts in different situations. The eight units covered are exponential functions, quadratic functions, equations, measurements, number operations, systems, linear functions and statistics. The course is grounded in the Common Core College and Career Readiness standards in math. The course will teach students the skills they need to learn and think independently after high school, as they transition to college and careers.

Honors Pre-Calculus (H)

Grade Level: 10 – 12

**Prerequisite: Geometry and Algebra II or Math III;
Permission of previous math instructor**

Pre-calculus combines the trigonometric, geometric, and algebraic techniques needed to prepare students for the study of calculus, and strengthens students' conceptual understanding of problems and mathematical reasoning in solving problems. Facility with these topics is especially important for students intending to study calculus, physics, and other sciences, and/or engineering in college. Instruction will focus on four critical areas: (1) extend work with complex numbers; (2) expand understanding of logarithms and exponential functions; (3) use characteristics of polynomial and rational functions to sketch graphs of functions; and (4) perform operations with vectors. The prerequisite expectation is that students have a strong grasp of the topics discussed in Geometry and Algebra II. Furthermore, students should have a desire to be exposed to advanced mathematical concepts and their applications to a variety of disciplines such as science or engineering.

Advanced Placement Calculus AB (AP)

Grade Level: 11 - 12

**Prerequisite: Pre-calculus;
Permission of previous math instructor**

AP Calculus AB is an intensive review of functions including domains, ranges, and functional limits that will be expanded upon to introduce the concepts of a derivative and integral. The first derivative is related to measures of change such as the slope of linear equations and to functional maxima and minima. The relationship between functions describing movement and the first and second derivative are examined. The concept of an integral is then introduced, and applications to Phase I clinical research are presented. This course is designed to provide a classical study of Calculus that will enable further study of multivariate Calculus or differential equations. The prerequisite expectations will be a thorough understanding of functions and limits and a desire to take the AP Calculus AB exam in May. Students should be prepared to actively participate and work consistently on a daily basis since much of the material is theoretical.

Advanced Placement Statistics (AP)

Grade Level: 11 – 12

**Prerequisite: Pre-calculus
Permission of previous math instructor**

The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing and drawing

conclusions from data. Students are exposed to four broad conceptual themes: 1. Exploring Data: Describing patterns and departures from patterns; 2. Sampling and Experimentation: Planning and conducting a study; 3. Anticipating Patterns: Exploring random phenomena using probability and simulation; and 4. Statistical Inference: Estimating population parameters and testing hypotheses.

Science

Earth/Environmental Science

Grade Level: 9

This course is designed for students interested in studying basic principles of Earth Science. Special areas of study include: meteorology, historical geology, plate tectonics, mineralogy, astronomy, oceanography, geology, and environmental issues. In order to develop a greater understanding of the processes that shape our everyday lives, the curriculum will integrate inquiry investigations and a variety of technologies with the study of earth as a system. The impacts of human activities on earth systems will also be a focus.

Honors Earth/Environmental Science (H)

Grade Level: 9

Permission of previous science Instructor required

This course is designed to introduce students to basic topics in environmental science. Students will use their knowledge of biology, chemistry, and geology to understand environmental processes. It is a science course, but it draws from many other disciplines, including economics, geography, and politics, to encourage a total understanding of how the natural processes interact with human actions. The class provides 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. A combination of labs, discussion, projects and analysis is critical in understanding the topics at this level.

Biology

Grade Level: 10

This course prepares students for the study of future advanced sciences. Themes covered include chemical basis of life, metabolism of cells, genetic continuity, homeostasis in plants and animals, and the evolution and ecology of populations. Students will use their reading and writing skills in many varied assignments. Laboratory skills, including lab reports, are emphasized as a major portion of the class. *Students will take an End-of-Course test in this course.*

Honors Biology (H)

Grade Level: 10

Permission of previous science Instructor required

This accelerated course prepares students for the study of future advanced sciences. Themes covered include chemical basis of life, metabolism of cells, genetic continuity, homeostasis in plants and animals, and the evolution and ecology of populations. This class is suited for highly motivated students with good reading comprehension and study skills. Students entering this class should be able to write a lab report, complete self-guided research, and design and perform an experiment independently. There is an emphasis on preparing students to take Advanced Placement Biology in a later year. *Students will take an End-of-Course test in this course.*

Advanced Placement Biology (AP)

Grade Level: 11 - 12

Prerequisites: Honors Biology and permission of previous science Instructor required plus

co-requisite: Honors Chemistry

AP Biology is an accelerated college-level course designed to challenge students to extend their knowledge of biological theories and processes beyond the level of an introductory science course. Students explore various themes through an in-depth analysis of the following biological topics: science as a process; evolution, energy transfer, continuity and change; relationship of form to function; regulation; the interdependence of nature and the relationship between science, technology, and society. The new curriculum emphasizes bioinformatics, which is the use of math and technology to explain natural phenomena. The class involves lectures, lab experiments, student-led discussions, quizzes, and tests. Students are expected to complete about one hour of homework per night and three hours on the weekend, including intensive reading and writing assignments. The course will prepare students to take the AP Biology exam in May.

Anatomy and Physiology (A&P)

Grade Level: 11 – 12

Prerequisite: Biology

This course deals with the structure and function of the human body and mechanisms for maintaining homeostasis within it. It includes

the study of cells, tissues, and all systems of the human body. After completing this course, students will have a basic knowledge of all body systems, how each system relates to the other systems, and how biotechnology may influence our future health. Laboratories will include pig dissection as well as physiology labs. This is an ideal course for students interested in medical fields.

AP Earth/Environmental Science (AP)

Grade Level: 11 – 12

Prerequisites: Biology, Chemistry and permission of previous science Instructor

The AP Earth/Environmental Science course is designed to help students comprehend 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 and/or preventing them. Laboratory activities originate from the fields of biology, ecology, physics and earth science (an advanced laboratory science). **This course prepares students to take the AP Earth/Environmental Science exam in May.**

Chemistry

Grade Level: 10 - 12

Prerequisites: Biology, Algebra I

Co-requisite: Algebra II

This course is designed so that students will develop an understanding of the concepts and principles of chemistry in depth and at a rapid pace. Students do independent study and laboratory investigations. The curriculum includes inquiry into the following content areas: atomic structure, the structure and properties of matter, chemical reactions, conservation of energy and matter, and the interaction of energy and matter. This class is designed for highly motivated students with good reading comprehension and study skills.

Honors Chemistry (H)

Grade Level: 10 – 12

Prerequisite: Honors Biology and permission of previous science Instructor

Co-requisite: Algebra II

This accelerated course is designed so that students will develop an understanding of the concepts and principles of chemistry in great depth and at a rapid pace. Students do extensive research, independent study, and laboratory investigations. The curriculum includes inquiry into the following content areas: atomic structure, the structure and properties of matter, chemical reactions, conservation of energy and matter, and the interaction of energy and matter. This class is designed for highly motivated students with good reading comprehension and study skills. This course is reading and writing intensive.

Honors Physics (H)

Grade Level: 11 – 12

Prerequisites: Biology and Chemistry

Co-requisite: Pre-Calculus

This introductory Physics course is divided into two sections. *Mechanics* is based on Newton's laws of motion. Students learn to draw force diagrams, calculate the resultant force on an object, and predict the object's motion using the equations of constant acceleration in one and two dimensions. This semester includes an introduction to rotational and simple harmonic motion. *Electromagnetism* introduces the electric and magnetic forces and the optics of electromagnetic waves. At the end of the course there is a brief introduction to the modern physics of special relativity and quantum mechanics. All topics are taught with a mix of theoretical work and practical laboratory work, in which the students demonstrate results themselves. Some math will be taught (particularly vectors), but the emphasis is on developing physical intuition, and on using the math that students already know to solve physical problems.

Introduction to Mechatronics

Grade Level: 9

Prerequisites: Successful completion of Math I w/ an A or B

This year-long class 'Intro to Mechatronics' is a hands-on science elective that will introduce students to the basics of high-tech design engineering. The course will begin by examining the history of Mechatronics and its essential characteristics. Basic project planning techniques will be discussed. The course will provide an overview of mechanical engineering, electrical engineering, basic programming and computer control and information technology. The umbrella of mechatronics will blend these pieces into a methodology for designing products that exhibit a planned precision and performance.

Social Studies

American History I: The Founding Principles (CP)

Grade Level: 9

This course will begin with the European exploration of the new world and go through Reconstruction. Students will examine the historical and intellectual origins of the United States from European exploration and colonial settlement to the Revolutionary and Constitutional eras. Students will learn about the important political and economic factors that contributed to the development of colonial America and the outbreak of the American Revolution, as well as the consequences of the Revolution. Students will 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 I is designed to provide a framework for studying political, social, economic, and cultural issues, and for analyzing the impact these issues have had on American society over time. *American History I is a requirement for graduation.*

Honors American History I: The Founding Principles (H)

Grade Level: 9

Permission of previous Instructor required

This course will begin with the European exploration of the new world and go through Reconstruction. American History I is designed to provide a framework for studying political, social, economic, and cultural issues, and for analyzing the impact these issues have had on American society over time. This accelerated course of study follows the same curriculum as CP American History I, but provides the opportunity for advanced work, and the practical application of the major ideas and concepts found in our history. This course is challenging and requires students to take a greater responsibility for their learning by problem-solving, critical analysis, and the expression and defense of ideas generated through the study of the content. **As this course is reading and writing intensive**, it is suited for students with strong reading comprehension and writing skills. *American History I is a requirement for graduation.*

American History II (CP)

Grade Level: 10

Pre-requisite: American History I

This course will guide students from the late 19th Century time period through the early 21st Century. Students will examine the political, economic, social, and cultural development of the United States from the end of the Reconstruction era to present times. American History 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. The desired outcome of this course is for students to develop an understanding of the cause and effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events on the United States as an interconnected world. *American History II is a requirement for graduation.*

Honors American History II (H)

Grade Level: 10

Pre-requisite: American History I and permission of previous history Instructor

This course will guide students from the late 19th Century time period through the early 21st Century. Students will examine the political, economic, social, and cultural development of the United States from the end of the Reconstruction era to present times. This accelerated course of study follows the same curriculum as CP American History II, but provides the opportunity for advanced work, and the practical application of the major ideas and concepts found in our history. This course is challenging and requires students to take a greater responsibility for their learning by problem-solving, critical analysis, and the expression and defense of ideas generated through the study of the content. **As this course is reading and writing intensive**, it is suited for students with strong reading comprehension and writing skills. *American History II is a requirement for graduation.*

Advanced Placement United States History (AP)

Grade Level: 10

Pre-requisite: American History I and a "B" average in American History I and permission of previous history Instructor

This accelerated course is an in-depth survey of the political, economic, and social history of the United States from pre-colonial times to the present. There is a strong focus on reading and interpreting primary source material as well as evaluating and discussing historical debates and completing independent research. Students will read challenging material each night and complete periodic writing assignments. In addition, students will be expected to learn and retain large amounts of factual information. Students should have a strong

interest in history and be prepared to devote considerable time and energy daily to this class. This course goes beyond memorization of isolated facts to the development of higher level thinking skills, encouraging students to make historical assessments and evaluation. **This course is reading and writing intensive.** This course will prepare students to take the AP exam in USH in May. Students must take the APUSH exam in order to receive AP credit for the course. *APUSH fulfills the credit requirement for American History II.*

World History (CP)

Grade Level: 11

Pre-requisite/Co-requisite: American History I and II

This course will address six periods in the study of World History, with a key focus of study from the mid 15th Century to present. Students will begin with a study of ancient civilizations, move toward the medieval period, discuss the exploration and expansion periods, study the effects of major revolutions and rebellions, and then focus on the 20th Century modern era. Students taking this course will study major turning points that shaped the modern world. As students examine the historical roots of significant events, ideas, movements, and phenomena, they encounter the contributions and patterns of civilizations and societies around the world. Students taking this course will broaden their historical perspectives as they explore ways societies have dealt with continuity and change, exemplified by concepts such as civilization, revolution, government, economics, war, stability, movement, and technology. *World History is a requirement for graduation.*

Honors World History (H)

Grade Level: 11

Pre-requisite/Co-requisite: American History I and II and permission of previous history Instructor

This accelerated World History course follows the same curriculum as CP World History, addressing six periods in the study of World History, with a key focus of study from the mid 15th Century to present. This course is challenging and requires students to take a greater responsibility for their learning by problem-solving, critical analysis, and the expression and defense of ideas generated through the study of the content. **As this course is reading and writing intensive,** it is suited for students with strong reading comprehension and writing skills. Students should be motivated to read and interpret material independently to prepare for class discussions and should feel comfortable expressing opinions in writing. *World History is a requirement for graduation.*

Advanced Placement World History (AP)

Grade Level: 11

Prerequisite: "B" average in American History II or APUSH and permission of previous history Instructor

Advanced Placement World History is a rigorous course that will require students to do extensive reading and writing in preparation for the AP World examination, administered through the College Board in May. The purpose of the AP World History course is to teach the history of the world from a global viewpoint rather than from the dominant perspective of Western civilization. This approach therefore places emphasis on worldwide historical processes and connections among the whole gamut of human societies. This course will challenge students to think globally and make connections between cultures and across time. Emphasis will be placed on the accumulation of factual knowledge and the development of analytical skills to prepare students to interpret primary sources and write persuasive essays. Students will need **strong reading comprehension and writing skills.** Students must take the AP World History exam to receive AP credit for the course. *AP World History fulfills the credit requirement for World History.*

Civics and Economics (CP)

Grade Level: 12

Pre-requisite/Co-requisite: American History I and II; World History

Civics and Economics has been developed as a course that provides a framework for understanding the basic tenets of American democracy; practices of American government as established by the U.S. Constitution; basic concepts of American politics and citizenship; concepts in macro and micro economics, and personal finance. Civics is designed to give students an increased understanding of the institutions of constitutional democracy, the fundamental principles and values upon which they are founded, and the skills necessary to participate as effective and responsible citizens in an interdependent world. Economics provides students with an understanding of the role economic factors play in making economic decisions, the ability to reason logically about key economic issues and the knowledge and skills needed to manage personal financial resources effectively for lifetime financial security. *Civics and Economics is a requirement for graduation.*

Honors Civics and Economics (H)

Grade Level: 12

Pre-requisite or co-requisite: American History I and II; World History; permission of previous history

Instructor

Following the same curriculum as CP Civics and Economics, this course is also organized around the three themes of Civics and Government, Personal Financial Literacy, and Economics. Taken together these three themes should help prepare students to become responsible and effective citizens in an interdependent world. This course is designed to be challenging and requires students to take a greater responsibility for their learning by problem-solving, critical analysis, and the expression and defense of ideas generated through the study of the content. As this course is **reading and writing intensive**, it is suited for students with strong reading comprehension and writing skills. In addition, students should demonstrate an interest in political and economic analysis. *Civics and Economics is a requirement for graduation.*

Advanced Placement Psychology (AP)

Grade Level: 9-12

Pre-requisite: Permission of previous history Instructor

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice.

Foreign Language

Spanish I

Grade Level: 9 - 12

In this course students will actively participate in the four areas of language learning: listening, speaking, reading, and writing, with an emphasis on oral/aural communication. The basic functions covered will be formulating questions and both positive and negative responses, giving and receiving directions, communicating in the simple past, present, and future, and indicating needs and desires. Through individual and cooperative learning activities students will practice such specific topics as talking about people, describing everyday items, ordering meals in restaurants, shopping for food and clothing, reading maps and other common daily activities. Students will also learn about the Hispanic world and its varied cultures, particularly as underscored by the language via formal and informal address, concepts of family and nationality, and gesture, among others.

Spanish II

Grade Level: 10 – 12

Prerequisite: A “C” or better in Spanish I or Instructor permission

In this course students will build on their knowledge gained in Spanish I, while actively participating in the four areas of language learning: listening, speaking, reading, and writing, with an emphasis on oral/aural communication. Functions will expand to include the progressive tenses, telling time, giving orders, discussing feelings, making comparisons and referring to habitual actions in the past. Specific topics that the student will master in class through a greater emphasis on cooperative and student-centered learning include travel settings such as a hotel and marketplace, talking about health, and describing daily routines and weekend plans. Cultural awareness is expanded with more specific study of the Spanish-speaking world. Students will be required to engage in more challenging discussions in Spanish and English as they use their critical-thinking skills to restate and assess both written texts and recorded passages.

Honors Spanish III (H)

Grade Level: 11 - 12

Prerequisite: Grade of “C” or better in Spanish II or Instructor permission

This course expands the students’ active proficiency to include such functions as commenting on and stating opinions, expressing doubt and improbability and talking about conditions contrary to fact. Cultural issues of the Hispanic world are viewed through different contexts such as the press, media, memoir, and fiction. The students will control all tenses and moods by the end of the course and will have experienced an introduction to Hispanic literature in the target language. Oral communication is stressed in the classroom and literacy is increased as the student begins to evaluate text.

Honors Spanish IV (H)

Grade Level: 12

Prerequisite: Grade of “C” or better in Spanish III;

or Instructor permission

This course will introduce students to the major authors of Spain and Latin America through guided readings and excerpts in the target language. The student will practice complex grammatical structures and writing skills in a variety of genres. Fluency in speaking and listening will continue to be a focus of in-class time. This course may be replaced with AP Spanish Language at the Instructor's discretion.

Linguistics

Grade Level: 9 – 12

What causes people to have foreign accents? Why can I understand the word semi-unghostly even though I've never heard it before? Why does "a very interesting linguistics class" make sense, while "linguistics very a class interesting" is nonsense? Does your language control what you think about? What was the original language? Linguistics is the scientific study of what language is and how it works. In this course, we'll look at dozens of languages from around the world and analyze what makes them tick. All you need is the ability to speak English, and you're all set to get to know how you know what you know.

Fine Arts

ART

Visual Arts I

Grade Level: 9 - 12

In this course students are introduced to the elements and principles of design through the exploration of a wide variety of media. Art activities will focus on the skills and techniques needed for these areas: drawing, painting, fibers, pastels, ceramics, printmaking, mixed media and art history. ** This course is designed for students with no or limited K-8 progression in Visual Arts education.*

Visual Arts II

Grade Level: 9 - 12

Prerequisite: Instructor Permission

In this course students extend their visual literacy through an in depth study of the elements and principles, while expanding on technical abilities. Students will also begin to investigate historical artistic movements. **This course is designed for those students who have had a complete K-8 progression in Visual Arts education or who have achieved beginning level high school standards for Visual Arts. **Beginning Visual Art or 8th Grade Art prerequisite and Instructor's recommendation is necessary to enroll in this course.***

Visual Arts III

Grade Level: 11 - 12

Prerequisite: Instructor Permission

In this course students will engage in rigorous study of a variety of art processes, aesthetic issues, art criticism and art history while maintaining the attitude and self-discipline of a working artist. Students will express concepts and communicate ideas using technical proficiency and personal style while working in art media, including digital media. Students will also become familiar with art schools and art careers. **This course is designed for those students who have achieved intermediate level Visual Arts standards at the high school level. **Intermediate Visual Arts prerequisite and Instructor's recommendation is necessary to enroll in this course.***

Visual Arts IV

Grade Level: 12

Prerequisite: Instructor Permission

In this course students will work in concentrated areas of study selected cooperatively with the Instructor. Students are challenged by the Instructor to evaluate their art products, to solve problems in the chosen art media, and to learn concepts and skills related to personal art expressions. Further, they will be responsible for working with clients and completing commissions for artwork within the school and community. A culminating portfolio showing evidence of quality, concentration and breadth of work produced throughout the high school art program will be required. **This course is designed for those students who have achieved intermediate level Visual Arts standards at the high school level. **Proficient Visual Arts prerequisite and Instructor's recommendation is necessary to enroll in this course.***

DANCE

Dance I

Grade Level: 9 – 12

In this class, students will be introduced to basic dance technique, elements of dance, and basic choreographic principles. This class is designed for all levels of dance. Students will learn, create, and perform dances of various styles and purpose.

Dance II

Grade Level: 10 – 12

Prerequisite: Dance I and Instructor Permission

In Dance II, the skills covered in Dance I are taken to the next level. Students are challenged to think creatively and refine dance movements. As in Dance I, students will have several opportunities to perform throughout the year and the class is appropriate for all levels of dancers.

Dance III**Grade Level: 11 – 12****Prerequisite: Dance I & II and Instructor Permission**

Students in Advanced Dance are expected to know how to execute basic movements with correct technique so that the focus can be on performance and dance composition. These students will have various performance opportunities. This class is not offered every year.

Dance IV**Grade Level: 11 – 12****Prerequisite: Dance I, II, III and Instructor Permission**

This course is designed for students who have mastered Dance I, II, and III. This class is choreography intensive and requires additional hours outside of school. Students will take leadership roles and begin to develop ownership of their own dance style. Those interested in this course must audition and receive a recommendation from the teacher

BAND

The instrumental music curriculum is based on a spiral design, with the focus on development of skills and knowledge being repeated at each level. Each succeeding level adds new knowledge and continues the development of skills to progressively refined degrees. Skills developed in this area include performance, rhythm, ear training, and music reading. Knowledge is expanded in an historical and stylistic understanding of the music being studied and applied to provide accurate insights into performance. Knowledge is expanded continually regarding symbols and terminology.

Students are required to perform at various events throughout the year. Parents, and students, are required to read and understand the RCS Band Handbook.

Instrumental Music I**Grade Level: 9 – 12****Prerequisite: Instructor permission required**

First year high school band students. Experience requirement: 7th and 8th grade band at RCS or equivalent transferred experience and/or consent of the director.

Instrumental Music II**Grade Level: 10 – 12****Prerequisite: Inst. Music I and Instructor permission**

Second year high school band students. Experience requirement: Band I and/ or consent of the director.

Instrumental Music III**Grade Level: 11 – 12****Prerequisite: Inst. Music II and Instructor permission**

Third year high school band students. Experience requirement: Band II and/ or consent of the director.

Instrumental Music IV**Grade Level: 12****Prerequisite: Inst. Music III and Instructor permission**

Fourth year high school band students. Experience requirement: Band III and/ or consent of the director.

AP Music Theory**Grade Level: 11 – 12****Prerequisite: Instructor permission**

This highly rigorous course is designed for the motivated and disciplined musician who requires a greater knowledge of the structure and

form of music. Students will acquire musical properties from The Grand Staff and key signatures to secondary dominants and modulations. Students will receive ear training, harmonic dictation, melodic dictation, rhythmic dictation and develop skills in sight singing. Compositional skills will focus on four part choral writing and may expand to composition for the small ensemble.

Requirement: Student must present a written endorsement from his group or individual teacher and/or pass a rudimentary written pre-test. Students should enter class with a working knowledge of rudiments.

Instrumental Music: Jazz Ensemble

Grade Level: 9 – 12

Prerequisite: Instructor permission

The Jazz Curriculum is based on the development of skills and knowledge in varying jazz idioms. Skills developed are performance, music reading, stylistic interpretation, and improvisation. The ensemble is a big band set and open to all students through audition and consent of the director.

DRAMA

Theatre Arts I - Beginning

Grade Level: 9 - 12

This course is designed to provide the student with a basic understanding of the art and craft of theatre. It introduces elementary concepts, methods, theatrical terminology, and discipline, and explores the creative process. Students will develop and refine basic skills in all areas of theatre. A primary goal of this course is to connect this information and these skills with the student's own experiences, interests, values and career objectives. **Outside rehearsal and performance is required.**

Theatre Arts II - Intermediate

Grade Level: 9– 12

Prerequisite: Theatre Arts I and permission of Instructor

This course continues the study of the art and craft of theatre at an advanced level. Students will participate in an in-depth exploration of theatre history and related styles of acting and design with an emphasis on analysis, research and technical skills. Students will demonstrate knowledge, sensitivity, flexibility, and intuition in functioning as a member of an ensemble. **Outside rehearsal and performance is required.**

Theatre Arts III - Proficient

Grade Level: 10 – 12

Prerequisite: Theatre Arts II and permission of Instructor

This course is a rigorous exploration of theatre history and related styles of acting, directing and design. Activities will include the creation of an audition portfolio, the study of period/style acting, directing projects, in-depth scene analysis, play analysis, character analysis, and technical theatre studies/experiences. **Outside rehearsal and performance is required.**

Theatre Arts IV - Advanced

Grade Level: 11 - 12

Prerequisite: Theatre Arts III and permission of Instructor

Theatre Arts IV is a performance-based course designed for highly-motivated, experienced drama students. Participants will study advanced acting techniques and script analysis, complete major directing and design projects, and engage in detailed, critical evaluation and focused research. College theatre audition and scholarship research will be emphasized. **Outside rehearsal and performance is required.**

Technical Theatre I

Grade Level: 9 – 12

This course is specifically designed to introduce a small group of students to behind-the-scenes production techniques in theatre and film production. Students will learn the basics of production management, house management, sewing, prop fabrication, set building/painting, sound, and lighting techniques. Preference will be given to concepts that support the annual school productions as well as independent study of student interests.

Career Exploration Electives

Biotechnological Science

Grade Level: 9 – 12

This course provides instruction in the technologically advanced world of agriculture and life sciences, preparing students for 21st Century learning. Students are exposed to the latest techniques and advances in plant and animal biotechnology with a strong emphasis on hands-on activities and college/ career readiness, as well as FFA leadership skills. The course focuses on integrating biological/physical sciences with technology as related to the environment, natural resources, food production, science, and agribusiness. This course also provides instruction on the broad field of horticulture, including plant growth and development, plant nutrition, and customer relations through greenhouse work. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course involve career projects, school-based enterprise, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace/ college readiness skills through authentic experiences.

Biotechnological Science II

Grade Level: 10 – 12

Prerequisite: Biotechnological Science I

This course provides instruction in the technologically advanced world of agriculture and life sciences, preparing students for 21st Century learning. Students are exposed to the latest techniques and advances in plant and animal biotechnology with a strong emphasis on hands-on activities and college/ career readiness, as well as FFA leadership skills. The course focuses on integrating biological/physical sciences with technology as related to the environment, natural resources, food production, science, and agribusiness. This course also provides instruction on the broad field of horticulture, including plant growth and development, plant nutrition, and customer relations through greenhouse work. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course involve career projects, school-based enterprise, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace/ college readiness skills through authentic experiences.

Biotechnological Science III

Grade Level: 11 – 12

Prerequisite: Biotechnological Science II & Instructor permission

This course provides instruction in the technologically advanced world of agriculture and life sciences, preparing students for 21st Century learning. Students are exposed to the latest techniques and advances in plant and animal biotechnology with a strong emphasis on hands-on activities and college/ career readiness, as well as FFA leadership skills. The course focuses on integrating biological/physical sciences with technology as related to the environment, natural resources, food production, science, and agribusiness. This course also provides instruction on the broad field of horticulture, including plant growth and development, plant nutrition, and customer relations through greenhouse work. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course involve career projects, school-based enterprise, job shadowing, and supervised agricultural experience. FFA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace/ college readiness skills through authentic experiences.

Drafting and Design I

Grade Level: 9 – 12

Prerequisite: Math II grade 70+ and Math Teacher

Recommendation

In Drafting and Design I, students will learn the basics of multiview drawings, geometrics, sectional views, dimensioning, and lettering. Most of the work in this class will be done by hand with pencil, pen, paper, and models; however, a portion of this class will give students an introduction to computer aided drafting systems.

Drafting and Design II: Architectural Standards and Procedures

Grade Level: 10-12

Prerequisite: A/B Drafting I and Strong Portfolio Review

In Drafting and Design II: Architectural Standards and Procedures, students will work mainly with computer aided drafting programs such as AutoCad to develop and design floorplans, foundation plans, and other essential pieces of architecture. Students will study basic codes and ordinances dealing with residential drafting.

Introduction to Film (Film Appreciation)

Grade Level: 11 - 12

Prerequisite: English 10

Students will study the various genres of film including (but not limited to) action, westerns, horror, musicals, war, science fiction, romance, epic, and adventure. Students will learn basic elements of cinematography and how those aspects add to the movies. This will include terms such as crane shot, eye-level shot, low-angle shot, pan, etc. We will use full movies and excerpts from the American Film Institute's 100 Greatest American Movies of All Time (<http://www.afi.com/100Years/movies.aspx>) as well as a wide selection of films from around the world. Students will also study the directors widely considered as masters of their craft such as Alfred Hitchcock, Akira Kurosawa, Orson Welles, Steven Spielberg, George Lucas, John Ford, Francis Ford Coppola, and Buster Keaton. Students will have some reading to compare films with their literary counterparts. This class will have a writing component with weekly essays reviewing aspects of the movies and excerpts watched.

Computer Technology

Microsoft Word, PowerPoint, and Publisher

Grade Level: 9-12

Students in Microsoft IT Academies benefit from world-class Microsoft curriculum and software tools to tackle real-world challenges in the classroom environment. In the first part, students will learn to use the newest version of Microsoft Word interface, commands, and features to create, enhance, customize, and share complex documents, and publish them. In the second part, students will learn to use the newest version of Microsoft PowerPoint interface, commands, and features to create, enhance, customize, and deliver presentations. In the last part, students will learn to use the basic features of the newest version of Publisher to create, customize, and publish a publication. English language arts are reinforced. Work-based learning strategies appropriate for this course include cooperative education, internship, service learning, and job shadowing. Apprenticeship is not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. This course can help prepare students for the Microsoft Office Specialist (MOS) in Word and/or PowerPoint.

Microsoft Excel and Access

Grade Level: 9 - 12

Students in Microsoft IT Academies benefit from world-class Microsoft curriculum and cutting edge software tools to tackle real-world challenges in the classroom environment. The first part of the class is designed to help students use the newest version of Microsoft Excel interface, commands, and features to present, analyze, and manipulate various types of data. Students will learn to manage workbooks as well as how to manage, manipulate, and format data. In the second part of the class, students will learn how to create and work with a database and its objects by using the new and improved features in newest version of Microsoft Access. Students will learn how to create, modify, and locate information as well as how to create programmable elements and share and distribute database information. Mathematics is reinforced. Work-based learning strategies appropriate for this course include cooperative education, internship, service learning, and job shadowing. Apprenticeship is not available for this course. Future Business Leaders of America (FBLA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences. This course can help prepare students for the Microsoft Office Specialist (MOS) in Excel and/or Access.

Introduction to Multimedia and Webpage Design

Grade Level: 10 – 12

Prerequisite: Computer Applications I

This course will prepare students for 21st Century learning. The goal is to teach and assess digital concepts and skills so that students can use computer technology in everyday life and develop a strong foundation in computer and media literacy. The student will learn to use the Internet more efficiently, and learn different types of software and programs with focuses on desktop publishing, graphic image design, computer animation, virtual reality, multimedia production, and webpage design. Communication skills and critical thinking are

reinforced through software applications. Activities enable students to increase self-awareness and make wise educational and occupational decisions as they plan for careers. Work-based learning strategies appropriate for this course are service learning, field trips, and job shadowing. Simulations, projects, teamwork, and FBLA leadership activities, meetings, conferences, and competitions provide opportunities for application of instructional competencies.

Introduction to Personal Finance

Grade Level: 9 – 12

The mission of this course is to empower students to make sound financial decisions for life through the use of a variety of tools. Curriculum materials from Dave Ramsey Personal Finance, EverFi Financial Literacy, FeFe, and others are used to effectively teach the basics of personal finance. This course also prepares students to understand the role of lifestyle goals in education and career choices to provide an orientation to the world of work. Activities enable students to increase self-awareness and make wise educational and occupational decisions as they plan for careers. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course involve career projects, school-based enterprise, and job shadowing. FBLA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace/ college readiness skills through authentic experiences.

RCS Technology Management Team

Grade Level: 9 – 12

Prerequisite: An application must be filled out and a personal interview is required. Acceptance based on Instructor's approval.

This course is designed to give students valuable experience that can be applied to a future career in technology and help them learn important analytical skills that can be applied to all aspects of the world of work. As a part of the RCS Technology Management class, students will be treated much like an employee in a private sector technology department. Some class members will be placed in supervisory roles while others will be able to learn and apply highly technical skills on a daily basis. Every member will be evaluated based on specific assignments and a job evaluation process similar to that found in the private sector.

Healthful Living

Healthful Living (Health and Physical Education)

Grade Level: 9 - 12

In this course, students learn experientially how to develop and maintain healthful behaviors. Areas of study include assessing one's health status; developing an awareness of control in stress management; accepting responsibility for prevention of major health risks; demonstrating skills in conflict resolution; dealing effectively with anger, and constructing and managing a model plan for health behavior. Students will demonstrate an acceptable level of health-related fitness and will develop skills needed to implement a personal fitness program. Students will be able to demonstrate the ability to participate successfully in at least three lifetime sports, have the knowledge and skills to participate safely in a wide variety of cardiovascular fitness activities; demonstrate a variety of folk and other social dances, and display the ability to evaluate activities in terms of social, emotional, and physical benefits.

Students are required to take Healthful Living in order to graduate.

Weight Training

Grade Level: 10 – 12

This course is designed to develop and maintain higher levels of physical strength and conditioning. Students participate in weight training, strength assessment, aerobic testing, and exercise routines.

Advanced Weight Training

Grade Level: 10 – 12

Prerequisite: Weight Training and permission of previous Instructor.

This course is designed to develop maximum muscular strength. Students participate in a variety of weight lifting routines to build bulk and light sprint work to stay fit. Students will monitor their weight and muscular gains quarterly.

Physical Conditioning/Fitness**Grade Level: 10 – 12**

This course is designed to develop and test strength, endurance, speed, agility, and flexibility. Students will gain self-confidence as they participate in calisthenics, running, weight training, plyometrics, and stretching.

Team Sports**Grade Level: 10 – 12**

This course focuses on physical conditioning; self-testing exercises; officiating, and assuming responsibility for organizing and directing activities. This course will also give students the opportunity to learn and participate in a variety of individual and team sports.

Piedmont Community College

Career and College Promise Operating Procedures (Guidelines)

Session Law 2011-145, the Appropriations Act of 2011, authorizes the State Board of Education and the State Board of Community Colleges to establish the Career and College Promise program, effective January 1, 2012.

Career and College Promise provides seamless dual enrollment educational opportunities for eligible North Carolina high school students in order to accelerate completion of college certificates, diplomas, and associate degrees that lead to college transfer or provide entry-level job skills. North Carolina community colleges may offer the following Career and College Promise pathways aligned with the K-12 curriculum and career and college ready standards adopted by the State Board of Education:

1. A Core 44 College Transfer Pathway leading to a minimum of 30 hours of college transfer credit
2. A Career and Technical Education Pathway leading to a certificate, diploma or degree
3. A Cooperative Innovative High School Pathway approved under Part 9 of Article 16 of Chapter 115C of the General Statutes.

Core 44 College Transfer Pathway

1. The Career and College Promise Core 44 College Transfer Pathway requires the completion of at least 30 semester hours of transfer courses, including English and mathematics.
2. To be eligible for enrollment, a high school student must meet the following criteria:
 - a. Be a high school junior or senior
 - b. Have a weighted GPA of 3.0 on high school courses and
 - c. Demonstrate college readiness on an assessment or placement test (See Attachment 1). A student must demonstrate college readiness in English, reading and mathematics to be eligible for enrollment in a Core 44 College Transfer Pathway.
3. To maintain eligibility for continued enrollment, a student must:
 - a. Continue to make progress toward high school graduation, and
 - b. Maintain a 2.0 GPA in college coursework after completing two courses.
4. A student must enroll in one Core 44 College Transfer Pathway program of study and may not substitute courses in one program for courses in another.
5. A student may change his or her program of study major with approval of the high school principal or his/her designee and the

college's chief student development administrator.

6. With approval of the high school principal or his/her designee and the college's chief student development administrator, a student who completes a Core 44 College Transfer Pathway while still enrolled in high school may continue to earn college transfer credits leading to the completion of the 44-hour general education transfer core.
7. With approval of the high school principal or his/her designee and the college's chief student development administrator, a student may enroll in both a Core 44 College Transfer Pathway program of study and a Career Technical Education program of study.
8. Currently enrolled high school students (Fall Semester 2011) who have successfully completed a college transfer STEM course with a grade of "C" or better may be admitted into a Career and College Promise College Core 44 Transfer Pathway in Spring Semester 2012 without meeting the entry GPA or testing requirements (i.e. PLAN). Students will be required to meet course prerequisite requirements.

Career Technical Education Pathway

1. The Career and College Promise Career Technical Education Pathway leads to a certificate or diploma aligned with a high school Career Cluster.
2. To be eligible for enrollment, a high school student must meet the following criteria:
 - a. Be a high school junior or senior
 - b. Have a weighted GPA of 3.0 on high school courses or have the recommendation of the high school principal or his/her designee and
 - c. Meet the prerequisites for the career pathway.
3. High school counselors should consider students' PLAN scores in making pathway recommendations.
4. College Career Technical Education courses may be used to provide partial or full fulfillment of a four-unit career cluster. Where possible, students should be granted articulated credit based on the local or state North Carolina High School to Community College articulation agreement.
5. To maintain eligibility for continued enrollment, a student must:
 - a. Continue to make progress toward high school graduation, and
 - b. Maintain a 2.0 in college coursework after completing two courses.
6. A student must enroll in one program of study and may not substitute courses in one program for courses in another. The student may change his or her program of study major with approval of the high school principal or his/her designee and the college's chief student development administrator.
7. Currently enrolled high school students (Fall Semester 2011) who have successfully completed a community college technical education course with a grade of "C" or better may be admitted into a Career and College Promise Career Technical Education Certificate Pathway in Spring Semester 2012 without meeting the entry GPA or testing requirements (i.e. PLAN). Students will be required to meet course prerequisite requirements.

Cooperative Innovative High School Programs

1. Cooperative Innovative High School Programs that are located on college campuses, enroll 100 or fewer students per grade level, and provide opportunities for students to complete an associate degree program or earn up to two years of college credit within five years are defined as Cooperative Innovative High School Programs.
2. Eligibility requirements for Cooperative Innovative High School Programs are established jointly by local boards of education and local boards of trustees in accordance with G.S. 115C-238.50.
3. The State Board of Education and the State Board of Community Colleges may waive the requirement that a Cooperative Innovative High School Program is located on the community college campus.

Student Application Procedures

1. The high school will document eligibility criteria (high school GPA and PLAN or other assessment scores) on the student's transcript. A home school or non-public high school student must submit a transcript and official test scores from an approved assessment test.
2. Students must complete a college application to be admitted into a Career and College Promise pathway.

College Program of Study Approval Procedures

1. A college must submit a program of study for each Career and College Promise program it plans to offer, using templates and program codes provided by the North Carolina Community College System Office.
2. Programs of study may not include elective options for students.
3. Programs of study must be approved before students can be enrolled.
4. By submitting and requesting approval for a Career and College Promise program of study, a college is verifying its capacity to teach all courses in the program of study.

Program Accountability Plan

1. Colleges will assign student codes provided by the North Carolina Community College System Office.
2. The North Carolina Community College System Office and the Department of Public Instruction will report annually to the two governing boards on the following outcomes:
 - a. The impact of dual enrollment on high school completion.
 - b. The academic achievement and performance of dually enrolled high school students.
 - c. The number of students who successfully complete college pathways or certificates while dually enrolled.
 - d. The persistence, completion rates, and academic achievement of students who continue into college programs after high school graduation.

College Readiness* Benchmarks on Approved Diagnostic Assessment Tests

Test	PLAN**	PSAT**	Asset (NCCCS Cut Score)	COMPASS (NCCCS Cut Score)	Accuplacer (NCCCS Cut Score)
English	15	49	41 Writing	70 Writing	86 Sentence Skills
Reading	17	50	41 Reading	81 Reading	80 Reading
Mathematics	19	50	41 Numerical Skills and 41 Int. Algebra	47 Pre-Algebra and 66 Algebra	55 Arithmetic and 75 Elem. Algebra

In addition to the diagnostic assessments, colleges may use the following SAT and ACT scores recommended by the testing companies as benchmarks for college readiness:*

SAT		ACT	
English	500	English	18
Critical Reading	500	Reading	21
Mathematics	500	Mathematics	22
		Science	24

*To be eligible for enrollment in a College Transfer Pathway, students must demonstrate college readiness in English, reading and

mathematics on an approved test.

****PLAN and PSAT scores recommended by ACT and College Board as indicators of college readiness.**

Roxboro Community School recommends that all students pursue a rigorous academic course of study. In order to be competitive for admission to universities in the North Carolina University System, students are encouraged to take as many Advanced Placement (AP) and/or community college courses as possible. The universities also recommend that students take a math course during their senior year.

Since some universities (i.e. UNC-Chapel Hill) prefer that students take AP courses instead of community college courses, students should consult with their high school guidance counselor and university admissions officers when planning their course of study.

Note: Consult the RCS counselor to verify a course with transfer for credit. RCS is a college preparatory school, and only accepts courses that adhere to RCS guidelines for receiving dual credit.

North Carolina Virtual Public School NCVPS

Roxboro Community School's Virtual School allows students from its system to access courses not offered at RCS. *Students must have administrative approval to take a NCVPS course.*

As a member of the NC Public Schools, the mission of NCVPS is to provide high quality online courses and instruction that will allow local public schools to enhance and expand the academic programs that they can provide to their students. Working with local school officials, NCVPS will build a partnership with schools, students, and parents in which all parties will take responsibility for the success of students in their chosen online courses.

NC Virtual Public School will provide students with expanded academic options by offering online courses and online services such as test preparation, career planning services, and more at **NO COST** to the students. By virtue of online course delivery, students from all areas of the state will now have access to courses and highly qualified teachers in subjects that they may not have available at their local school.

TITLE IX AND 504 INFORMATION

Roxboro Community School does not discriminate on the basis of sex, race, creed, national origin, handicapping condition, or family circumstance.

Title IX Coordinator 504 Coordinator

**Natalie Brozy, Managing Executive Director
115 Lake Drive
Roxboro, NC 27573
336-597-0020**

Roxboro Community School will rigorously challenge all students to achieve their academic potential and to lead productive and rewarding lives. We will achieve this mission with the support of parents, staff and the community. The school encourages all students and parents/guardians to select the strongest possible academic courses. School staff will help students set up schedules.

The school encourages early completion (within three years) of graduation requirements for college entry where feasible and appropriate for the student. During registration, parents/guardians have the right to question or to challenge any placement of their student in any class.

Roxboro Community School does not discriminate in class enrollment on the basis of sex, race, creed, national origin, handicapping condition, or family circumstance.

