

# High School Course Descriptions



**River Mill Academy**

[www.rivermill-academy.org](http://www.rivermill-academy.org)

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## River Mill Academy High School Course Description Guide

High school courses follow a tradition block schedule. Students will take a total of 8 courses per year, which is divided into two semesters consisting of 4 courses each. All courses are worth one credit.

### High School Promotion Policy

To be classified as a sophomore, a student must earn at least **7** credits, including English I and one unit of mathematics.

To be classified as a junior, a student must earn at least **15** credits, including English II and two units of mathematics.

To be classified as a senior, a student must earn at least **22** credits, including English III and three units of mathematics.

### Graduation Requirements

<i>Subject</i>	<i>Units of Credit</i>	<i>Courses</i>
English	4	English I, English II, English III, English IV
Mathematics	4	Integrated Math I, II, III and higher level math course with Integrated Math III as prerequisite
Science	3	Earth/environmental science, Biology, Physical science course
Social Studies	4	World History, Civics, American History I, American History II
World Language	2	Both credits must be taken in the same language
Health and PE	1	Health/PE
Arts Education	1	Recommended at least one credit in fine arts
Electives	At least 10	Designated by LEA
<b>Total for River Mill Academy</b>	<b>29</b>	

**Grading Scale**

A – Superior (90-100)

B – Above Average (80-89)

C – Average (70-79)

D – Below Average (60-69)

F – Failure (59 or below)

**Grade Point Average (GPA)**

GPA is calculated by dividing the total grade points received by the total number of credits attempted in earning the points.

<i>Grade</i>	<i>CP</i>	<i>Honors</i>	<i>Advanced Placement</i>
A	4.0	4.5	5.0
B	3.0	3.5	4.0
C	2.0	2.5	3.0
D	1.0	1.5	2.0
F	0	0	0

**Honors/Advanced Placement Classes**

Since our charter requires River Mill Academy to be a college preparatory school, challenging academic course will be taught to high school students. Several of our courses may be taken as “honors” courses. These courses require prior approval by administration in order for students to enroll. The parent and student sign a student-teacher contract when he/she enrolls in an Honors class. Honors courses also require additional summer projects to prepare students for the rigorous curriculum. No student is allowed to drop a honors class after the first 20 days of school. Honors classes carry a higher grade point and can increase a student’s overall GPA.

Advanced placement (AP) courses are taught at a college level. AP course carry a higher grade point average and can increase a student’s overall GPA. At the end of the year, students have the option to take the AP exam through the College Board. Students can send their scores to colleges and potentially earn college credits.

**Early Release**

Seniors are permitted to have Early Release (dismissal time is approximately 12:40pm) in place of taking a class if credit requirements are met.

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## Distance Learning and Off Campus Courses

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All courses listed in this catalogue are taught on site at River Mill Academy. The following institutions enable students to enroll in courses that are not taught by River Mill Academy staff.

### **NC Virtual Public High School**

11<sup>th</sup>/12<sup>th</sup> grade only

The North Carolina Virtual Public School (NCVPS) is a supplemental service that allows students to enroll in classes through their local school. Students have the opportunity to enroll in courses not offered at River Mill Academy. Academic courses in teacher-led, online courses align to the Common Core Standards and the North Carolina Essential Standards. NCVPS provides students online courses in many subject areas including mathematics, science, English language arts, social studies, arts, advanced placement, honors, and world languages.

Visit [www.ncvps.org](http://www.ncvps.org) for a list of course offerings (Early Calendar courses only).

### **North Carolina School of Science and Math**

11<sup>th</sup>/12<sup>th</sup> grade only

The North Carolina School of Science and Math (NCSSM) allows students to enroll in virtual programs in subject areas including math, science, and humanities. Courses are designed and taught by NCSSM faculty to provide a learning community that prepares students for college.

Visit [www.online.ncssm.edu](http://www.online.ncssm.edu) for a list of course offerings, which can be found under the *Academics* tab.

### **Career & College Promise (CCP) Program**

11<sup>th</sup>/12<sup>th</sup> grade only

The CCP program allows students to take college level courses through Alamance Community College. Students can pursue a college pathway or a career technical education pathway and receive college course credits.

Visit [www.alamancecc.edu](http://www.alamancecc.edu) for a list of course offerings.

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## English

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### **English 1 (CP)**

Grade 9

Course Description: This academic course is designed for the student who aspires to post-secondary college or vocational experience. A survey of literary types, this course focuses on reading, writing, speaking and listening, and language; exploring ways that audience, purpose, and context shape oral communication, written communication, and media and technology. While emphasis is placed on communicating for purposes of personal expression, students also engage in meaningful communication for expressive, expository, argumentative, and literary purposes. Students should expect homework assignments and/or compositions that reinforce classroom instruction.

### **English 1 (Honors)**

Grade 9

Course Description: This honors course is designed to challenge students and prepare them for a postsecondary experience. It concentrates on developing reading, writing, and critical thinking skills through an intensive survey of literary types via appropriate oral and written responses. The course provides a review of grammar, mechanics, vocabulary, and usage as needed. This course focuses on the development of complex thought processes, independence in learning, and creative expression through discussion and frequent writing assignments. Homework is a reinforcement and extension of classroom instruction.

### **English 2 (CP)**

Grade 10

Course Description: This academic world literature course is designed for the student who aspires to post-secondary college or vocational experience. This class continues to build upon skills in reading, writing, speaking and listening, and language learned in English I. Writing instruction at this level focuses on mechanical correctness, fluency, and structure. Students should expect homework assignments and/or compositions that reinforce classroom instruction. *The North Carolina English II End-of-Course test will be administered at the conclusion of this course.*

### **English 2 (Honors)**

Grade 10

Course Description: This honors course is designed to challenge students and prepare them for a post-secondary experience. This class builds upon reading, writing, and critical thinking skills through an intensive study of a variety of selected world literature via appropriate oral and written responses. The course provides a review of grammar, mechanics, vocabulary, and usage as needed. This course focuses on the development of complex thought processes, independence in learning, and creative expression through discussion and frequent writing assignments. Homework is a reinforcement and extension of classroom instruction. *The North Carolina English II End-of-Course test will be administered at the conclusion of this course.*

### **English 3 (CP)**

Grade 11

Course Description: This academic American literature course is designed for the student who aspires to post-secondary college or vocational experience. This third English course addresses reading, writing, speaking and listening, and language. Writing instruction at this level focuses on mechanical correctness, fluency, and structure. The student is expected to function at grade level

in communication and thinking skills. Students should expect homework assignments and/or compositions that reinforce classroom instruction.

### **English 3 (Honors)**

Grade 11

Course Description: This honors course is designed to challenge students and prepare them for a post-secondary experience. This third English course concentrates on developing reading, writing, and critical thinking skills through an intensive study of selected American literature via appropriate oral and written responses. The course provides a review of grammar, mechanics, vocabulary, and usage as needed. This course focuses on the development of complex thought processes, independence in learning, and creative expression through discussion and frequent writing assignments. Homework is a reinforcement and extension of classroom instruction.

### **English 3 (AP)**

Grade 11

Course Description: This college-level course provides an analytical and historical study of language and rhetoric in a comprehensive program of reading, writing, and critical thinking. As preparation to take the Advanced Placement Test in Language and Composition, students read, discuss, analyze, and write about challenging works of recognized textual merit to develop honest, concise, and effective use of language and the ability to organize ideas in a clear, coherent, and persuasive way. Independent rhetorical analysis and a total mastery of writing skills are goals of the course. Because this course meets the needs of academically gifted or highly motivated advanced students who hope to bypass introductory courses in composition and literature when they enter college, students in an AP course should expect assignments and instruction paced at the college level. Students are expected to take the English III AP Language and Composition Examination. The student may earn college credit for successful completion of the course and AP examination.

### **English 4 (CP)**

Grade 12

Course Description: This academic European literature course addresses reading, writing, speaking and listening, and language. Writing instruction at this level focuses on mechanical correctness, fluency, and structure. The student is expected to function at grade level in communication and thinking skills. Students should expect homework assignments and/or compositions that reinforce classroom instruction.

### **English 4 (Honors)**

Grade 12

Course Description: This honors course is designed to challenge students and prepare them for a postsecondary experience. This fourth English course concentrates on developing reading, writing, and critical thinking skills through an intensive study of selected British literature via appropriate oral and written responses. The course provides a review of grammar, mechanics, vocabulary, and usage as needed. Students should expect homework assignments and/or compositions that reinforce classroom instruction.

### **English 4 (AP)**

Grade 12

Course Description: This college-level course provides an analytical and historical study of British and world literature in a comprehensive program of reading, writing, and critical thinking. As preparation to take the Advanced Placement Test in Literature and Composition, students read, discuss, analyze, and write about challenging works of recognized literary merit to develop

honest, concise, and effective use of language and the ability to organize ideas in a clear, coherent, and persuasive way. Independent literary analysis and a total mastery of writing skills are goals of the course. Because this course meets the needs of academically gifted or highly motivated advanced students who hope to bypass introductory courses in composition and literature when they enter college, students in an AP course should expect assignments and instruction paced at the college level. Students are expected to take the English IV AP Literature and Composition Examination. The student may earn college credit for successful completion of the course and AP examination.

### **Creative Writing (CP)**

Course Description: This is an introductory level course designed to familiarize students with modern creative writing. The focus of this course is on the establishment of developed critical reading habits and creative responses to a wide variety of prompts, from poetry and prose, in terms of self-generated work. Students will write extensively and create a portfolio of work. Revision of written work is stressed, as are the formal elements of creative writing.

### **Debate (CP)**

Course Description: Debate teaches students how to coordinate the written and oral communication process through a study of logical thinking and research techniques culminating in written and oral presentations.

### **Journalism: Mass Media (CP)**

Course Description: This course will consist of writing and classroom investigation regarding how our world communicates via the various avenues of the mass media. Mass Media will focus on the world of newspapers, radio, television and the Internet. Students will examine the history, social impact, basic technical outline and the inner workings of Mass Media. The student will identify where the information is located, how the information is structured for print and broadcast, identify what is determined as newsworthy, and gain insight from hands on experience.

### **Journalism: Yearbook (CP)**

Course Description: This course teaches the fundamentals of producing a high school yearbook. These fundamentals include photography, copy writing, advertising and sales, layout design, and desktop publishing. Enrollment is usually limited to the number of students needed to accomplish tasks required for creation, publication, and delivery of school yearbooks.

### **Public Speaking (CP)**

Course Description: This course will offer students an opportunity to discover and develop their public speaking abilities. Students will learn how to effectively deliver a speech in front of an audience and incorporate proven techniques into their presentations.

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## History

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### **World History (CP)**

Grade 9

Course Description: This course will address six periods in the study of world history, with a key focus of study from the mid 15th century to the present. Students will study major turning points that shaped the world in order to develop understandings of current world issues and relate them to their historical, political, economic, geographic and cultural contexts. Students 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 (Honors)**

Grade 9

Course Description: This course is designed to challenge students. This course will address six periods in the study of world history, with a key focus of study from the mid 15th century to the present. Students will study major turning points that shaped the world in order to develop understandings of current world issues and relate them to their historical, political, economic, geographic and cultural contexts. Students 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.

### **Civics and Economics (CP)**

Grade 10

Course Description: This course will provide students the skills and knowledge necessary to become responsible and effective citizens in an interdependent world. This course provides students with a framework for understanding the basic tenets of American democracy, practices of American government as established by the US Constitution, basic concepts of American politics and citizenship, and concepts in micro-and macroeconomics and personal finance.

### **Civics and Economics (Honors)**

Grade 10

Course Description: This course is designed to challenge students. This course will provide students the skills and knowledge necessary to become responsible and effective citizens in an interdependent world. This course provides students with a framework for understanding the basic tenets of American democracy, practices of American government as established by the US Constitution, basic concepts of American politics and citizenship, and concepts in micro-and macroeconomics and personal finance.

### **American History I (CP)**

Grade 11

Course Description: This course addresses key events in American History from European exploration 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, along with political and economic factors that influenced Colonial development and the American Revolution. The key ideas of the Constitution and other consequences of the American Revolution are addressed. This course also examines the establishment of political parties, America's westward expansion, the growth of sectional conflict, and causes and consequences of the Civil War and Reconstruction. Conceptual understanding is emphasized along with analysis and evaluation.

**American History I (Honors)**

Grade 11

Course Description: This course is designed to challenge students. This course addresses key events in American History from European exploration 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, along with political and economic factors that influenced Colonial development and the American Revolution. The key ideas of the Constitution and other consequences of the American Revolution are addressed. This course also examines the establishment of political parties, America's westward expansion, the growth of sectional conflict, and causes and consequences of the Civil War and Reconstruction. Conceptual understanding is emphasized along with analysis and evaluation.

**American History II (CP)**

Grade 12

Course Description: This course addresses the historical, political, social and cultural development of the United States from the end of Reconstruction through the present. Key ideas of the course include America's change in ethnic composition, movement toward equal rights, the US as a major world power, expanding the role of the federal government and courts, and tension between the individual and the state. Understanding cause and effect relationships, patterns of interactions, and how events in the US impact an interconnected world are key outcomes.

**American History II (Honors)**

Grade 12

Course Description: This course is designed to challenge students. The course addresses the historical, political, social and cultural development of the United States from the end of Reconstruction through the present. Key ideas of the course include America's change in ethnic composition, movement toward equal rights, the US as a major world power, expanding the role of the federal government and courts, and tension between the individual and the state. Understanding cause and effect relationships, patterns of interactions, and how events in the US impact an interconnected world are key outcomes.

**American History (AP)**

Grade 11

Course Description: Advanced Placement United States History is a course that is equivalent to an introductory American History course at the college level. This course provides an analytical and historical study of the United States by examining the major trends and events spanning United States history from the age of discovery to the present. Substantial out-of-class reading, writing, and research are expected. Pre-course reading may be required. It is recommended that students who enroll in this course have successfully completed English II. Students are expected to take the AP United States History Examination. The student may earn college credit for successful completion of the course and AP examination. \*\*If students take AP American History in place of American History I and II, they must take a social science elective to fulfill the four credit requirement for history courses.

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## Mathematics

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### **Pre-Integrated Math I (CP)**

Course Description: This course is designed to assist students in mastering the algebraic skills necessary for success in Math I. Students will learn to (1) operate with the real numbers to solve problems; (2) find, identify, and interpret the slopes and intercepts of a linear relation; (3) visually determine a line of best fit for a given scatter plot, explain the meaning of the line, and make predictions using the line; (4) collect, organize, analyze, and display data to solve problems; (5) apply the Pythagorean Theorem to solve problems. Curriculum for this course is Level 3 TransMath. This course provides one unit of elective credit, but does not count as one of the four math credits required to graduate meeting the future-ready core requirements.

### **Integrated Math I (CP)**

Prerequisite: Pre-Integrated Math I (9<sup>th</sup> grade only)

Course Description: 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. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. This course fulfills the North Carolina high school graduation requirement for Math I. *The final exam is the North Carolina End-of-Course Test based on the Common Core Math I Standards.*

### **Integrated Math II (CP)**

Prerequisite: Integrated Math I

Course Description: In 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. Important differences exist between Math II and the historical approach taken in Geometry classes. For example, transformations are explored early in the course and provide the framework for studying geometric concepts such as similarity and congruence. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

**Integrated Math II (Honors)**

Prerequisite: Integrated Math I

Course Description: 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 more sophisticated polynomials. New methods for solving quadratic and exponential equations are developed. The characteristics of more 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. Important differences exist between Math II and the historical approach taken in Geometry classes. For example, transformations are explored early in the course and provide the framework for studying geometric concepts such as similarity and congruence. The study of similarity leads to an understanding of right triangle trigonometry and connects to quadratics through Pythagorean relationships. Honors Math II contains additional topics that will begin students' preparation for advanced math courses. The Standards for Mathematical Practice apply throughout each course and, together with the content standards, require that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

**Integrated Math III (CP)**

Prerequisite: Integrated Math II

Course Description: 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.

**Integrated Math III (Honors)**

Prerequisite: Integrated Math II

Course Description: 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.

**Advanced Functions and Modeling (CP)**

Prerequisite: Integrated Math III

Course Description: Advanced Functions and Modeling provides an in-depth study of modeling and applying functions. Linear, quadratic, cubic, trigonometric, exponential, logarithmic and piece-wise functions will be used to solve problems. Students will also analyze data and apply probability concepts to solve problems. Home, work, recreation, consumer issues, public policy, and scientific investigations are areas from which applications will originate. Appropriate technology will be used regularly for instruction and assessment.

**Pre-Calculus (Honors)**

Prerequisite: Integrated Math III

Course Description: Pre-Calculus Honors provides students an honors-level study of trigonometry, advanced functions, analytic geometry, and data analysis in preparation for calculus. Applications and modeling will be included throughout the course of study.

**Calculus (AP)**

Prerequisite: Pre-Calculus

Course Description: Advanced Placement Calculus is designed for those students who want to undertake studies on the college level. Students prepare to take the College Board standardized test and may receive credit based on their scores. The “AB” or “BC” curriculum will be taught. Students are expected to take the AP examination. The student may earn college credit for successful completion of the course and AP examination.

**Statistics (AP)**

Prerequisite: Integrated Math III

Course Description: Advanced Placement Statistics is an introductory, non-calculus based, college course in statistics. The four major topics studied include organizing data, producing data: samples and experiments, probability: foundations of inference, and inference: conclusions with confidence. Students entering the course should be proficient in reading mathematical text and be willing to research independently outside of class time. A grade of B or higher in Algebra II and/or Math III is recommended for this course. Students are expected to take the AP examination. The student may earn college credit for successful completion of the course and AP examination.

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## Science

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### **Earth/Environmental Science (CP)**

Course Description: The Earth/Environmental science curriculum focuses on the function of the earth's systems. Emphasis is placed on astronomy, the atmosphere, the biosphere, the lithosphere, the hydrosphere, and environmental awareness. The final exam for this course is the NC Final Exam for Earth/Environmental Science.

### **Earth/Environmental Science (Honors)**

Course Description: Earth/Environmental Science Honors is a more rigorous offering of the concepts in Earth/Environmental Science. Emphasis will be placed on greater depth of the concepts in order to increase critical thinking skills. Course work will be accomplished by using a scientific approach which stresses observation, critical thinking, and problem solving. Students are expected to participate in laboratory activities as well as group and individual learning activities.

### **Biology (CP)**

Course Description: Biology I provide students a course in scientific inquiry, structure and function of living organisms, ecosystems, evolution and genetics, and molecular biology. *The final exam is the North Carolina End -of-Course Test based on the Common Core Biology Standards.*

### **Biology (Honors)**

Course Description: Biology I Honors is a more rigorous offering of the concepts in Biology I. Emphasis will be placed on greater depth of the concepts in order to increase critical thinking skills. *The final exam is the North Carolina End -of-Course Test based on the Common Core Biology Standards.*

### **Chemistry (CP)**

Course Description: Chemistry I provides students a course focusing on scientific inquiry, structure and properties of matter, regularities in chemistry, energy changes in chemistry and chemical reactions. It is recommended that students who enroll in this course have successfully completed Biology I and Math III. This course satisfies the state graduation requirement in physical science.

### **Chemistry (Honors)**

Prerequisite: Biology, Integrated Math III (recommended)

Course Description: Chemistry I Honors is a more rigorous course offering of the concepts from the Chemistry I curriculum. Primary focus will be on mathematical computation and higher level cognitive reasoning as it relates to chemical principles. Students should have a strong reading and mathematical background, evidenced by academic achievement. A strong emphasis will be on the laboratory experience. This course satisfies the state graduation requirement in physical science.

### **Marine Science (Honors)**

Prerequisite: Biology, Chemistry

Course Description: This course focuses on different marine environments. Topics covered in this course include chemical, physical, and biological parameters of these marine environments. Emphasis will also be placed on the ecological relationships between marine organisms and their particular habitats.

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## Social Science

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### **Psychology I (CP)**

Course Description: This course provides an in-depth study of psychological methods, the stages of psychological development, how cognition, learning and conditioning affect behavior, personality theories and disorders, as well as psychological disorders. Students will also research and explore major psychological researchers. It is recommended that students who enroll in this course have successfully completed English II and Biology.

### **Psychology II (Honors)**

Prerequisite: Psychology I

Course Description: This course expands on the content of Psychology I including the study of psychological methods, the stages of psychological development, how cognition, learning and conditioning affect behavior, personality theories and disorders, as well as psychological disorders. Students will also research and explore major psychological researchers.

### **Sociology (CP)**

Course Description: Sociology is designed to examine the ways people interact with one another. Sociology involves learning about relationships within groups such as the social class, relationships within social institutions such as the family, and the organization of societies. Additionally, sociology deals with varied and vital issues and social problems of society. The subject matter of sociology, therefore, is a study of man and his relationship to human groups and institutions.

### **Child Development (CP)**

Course Description: This course focuses on the principles of child growth and development. Students use these principles to develop learning experiences for children in a safe and healthy environment.

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## World Languages

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### **Spanish I (CP)**

Course Description: This course stresses the four language skills -listening, speaking, reading, and writing. Students study vocabulary, grammar, and sentence structure. Instruction focuses on using present tense and an introduction to past tense. Cultural and historical material is integrated into the course to increase student understanding of a culture other than their own.

### **Spanish II (CP)**

Prerequisite: Spanish I

Course Description: This course begins with a review of the material learned in Spanish I. Instruction focuses on using past tense, future tense, and subjunctives. The four language skills introduced in level I are continued with increased emphasis on reading and culture.

### **Spanish III (Honors)**

Prerequisite: Spanish II

Course Description: This course is an in-depth study in application of the communication skills learned in levels I and II. Through various activities, students learn to speak the language with more fluency. Literature, history, and grammar are integral parts of this course.

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## Health and Physical Education

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### **Health and Physical Education (CP)**

Course Description: Physical Education and Health is a required course designed to develop physically, mentally, socially and emotionally healthy citizens. In Health, a wide variety of information is given to increase the students' knowledge in areas of protecting self and others, substance abuse, stress management, relationships, nutrition and skills, such as communicating and problem solving. In Physical Education, students have the opportunity to participate in team and individual sports, as well as leadership opportunities. Physical fitness is emphasized.

### **Physical Fitness I, II, III, IV (CP)**

Prerequisite: Health and Physical Education

Course Description: This course stresses development through daily exercises and activities in a planned fitness program. Students will learn proper techniques for weightlifting, flexibility exercises, and toning and conditioning through cardiovascular exercises. Emphasis is placed on improving strength, agility, endurance, speed, and cardiovascular through highly organized training. Measurement of the progress is determined by increase in strength in proportion to the student's body and times for cardiovascular endurance.

### **Sports Education I (CP)**

Prerequisite: Health and Physical Education

Course Description: This course is designed to give students a total experience in sports which are popular throughout our culture. Students will participate in competition, which will be in a full season format. Officiating and keeping statistics will be an aspect of the class, as well as emphasizing leadership and sportsmanship. Field trips to local high school, college and professional games may be offered to enhance the learning experience. Some of the activities may include (but are not limited to): volleyball, flag football, badminton, ping-pong, water polo, racquetball, basketball, soccer, whiffleball, and golf.

### **Sports Education II (CP)**

Prerequisite: Sports Education I

Course Description: This course is designed to give students a total experience in sports which are not prevalent throughout our culture. Students will participate in competition, which will be in a full season format. Officiating and keeping statistics will be an aspect of the class, as well as emphasizing on leadership and sportsmanship. Field trips to local high school, college and professional games may be offered to enhance the learning experience. Some of the activities may include (but are not limited to): team handball, disc golf, ultimate football, ping-pong, water volleyball, handball, one-pitch softball, and bowling.

### **Food and Nutrition (CP)**

Course Description: This course examines the nutritional needs of the individual. Emphasis is placed on the relationship of diet to health, kitchen and meal management, and food preparation.

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## Fine and Performing Arts

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### **Art I (CP)**

Course Description: This course is designed to explore fundamentals in media, styles and techniques, which lead to personal expression. This course provides the opportunity for students to work in areas such as drawing, painting, printmaking, and art history. Students will develop critical thinking skills in written and verbal art critiques.

### **Art II (CP)**

Prerequisite: Art I

Course Description: This course provides for further development of the concepts and skills taught in Beginning Visual Arts with more intense study of composition and elements of design as applied in two and three dimensional forms.

### **Art III (honors)**

Prerequisite: Art II

Course Description: This course is a concentrated study of selected media designed to give the serious art student a chance to pursue specific interests and skills in art.

### **Art IV (honors)**

Prerequisite: Art III

Course Description: This course aids the student in becoming more proficient in the use of media and materials, and in perfecting skills by allowing him/her to work independently in several specialized areas of art.

### **Band I, II, III, IV (CP)**

Course Description: Students will play instruments in a large ensemble. Proper technique and music reading will be taught based on the student's skill level. Students will have the opportunity to participate in performance events.

### **Chorus I (CP)**

Course Description: This course is designed for students with limited choral experience and/or students who have not yet achieved level 2 course standards. Proper vocal technique, beginning music reading skills, and critical listening skills will be taught through ear training and choral singing. Students will also study how other disciplines relate to music, and will participate in performances for the school and community.

### **Chorus II (CP)**

Prerequisite: Chorus I

Course Description: This course is designed for students with some choral experience and/or students who have not yet achieved level 3 course standards. Proper vocal technique, intermediate music reading skills, and evaluative skills will be taught through ear training and choral singing. Students will also study how other disciplines relate to music, and will participate in performances for the school and community.

### **Chorus III (CP)**

Prerequisite: Chorus II

Course Description: This course is designed for students with some choral experience and/or students who have not yet achieved level 4 course standards. Proper vocal technique, proficient music reading skills, and evaluative skills will be taught through ear training and choral singing.

Students will continue to study how other disciplines relate to music, and will participate in performances for the school and community.

#### **Chorus IV (CP)**

Prerequisite: Chorus III

Course Description: This course offers proficient students, who have mastered the intermediate standards the opportunity to continue to develop proper vocal technique, proficient music reading skills, and evaluative skills will be taught through ear training and choral singing. Students will continue to study how other disciplines relate to music, and will participate in performances for the school and community.

#### **Dance I (CP)**

Course Description: This course provides a strong technique base to develop strength, flexibility and endurance, as well as an emphasis on dance as a creative art form. Students will learn technical skills from a variety of different dance forms. Students experience both the role of the choreographer and dancer with opportunities to present their work.

#### **Dance II (CP)**

Prerequisite: Dance I

Course Description: This course offers intermediate students who have mastered the beginning dance standards the opportunity to continue to develop their technique, as well as express themselves through choreography. Students will also learn accurate terminology and apply it to both movement and written assignments.

#### **Dance III (CP)**

Prerequisite: Dance II

Course Description: This course offers proficient students who have mastered the intermediate standards the opportunity to continue to develop their technique, as well as express themselves through advanced choreography. Students will continue to learn accurate terminology and apply it to both movement and written assignments. Dance compositions will be studied in depth during this class.

#### **Theatre Arts (CP)**

Course Description: Theatre Arts promotes learning the essential vocabulary and processes of theatre, as well as reading, writing, and researching theatre literature, acting and technical theatre. In addition, students learn and reflect on aspects of theater through history and in different cultures, as well as the various forms of theater and theater-related media. This course develops creativity and spontaneity in those students wanting to explore theatre, as well as those who wish to commit to a theatre program. Students have opportunities for practical application of knowledge in informal productions.

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## Career and Technical Education

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### **Personal Finance (CP)**

Course Description: Personal Finance prepares students to understand economic activities and challenges of individuals and families, the role of lifestyle goals in education and career choices, procedures in a successful job search, financial forms used in independent living, and shopping options and practices for meeting consumer needs. The course also prepares students to understand consumer rights, responsibilities, and information, protect personal and family resources, and apply procedures for managing personal finances.

### **Teen Living (CP)**

Course Description: This course examines life management skills in the areas of personal and family living, wellness, nutrition and foods, financial management, living environments, child development, and fashion and clothing. Emphasis is placed on applying these skills during the teen years.

### **Criminal Justice I (CCP through ACC)**

Grade 11, 12

Course Description: This course consists of a combination of three college course for a total of nine college credits. Students will also receive one high school credit.

*CJC 112 Criminology:* This course introduces deviant behavior as it relates to criminal activity. Topics include theories of crime causation; statistical analysis of criminal behavior; past, present, and future social control initiatives; and other related topics. Upon completion, students should be able to explain and discuss various theories of crime causation and societal response.

*CJC 132 Court Procedure and Evidence:* This course covers judicial structure/process/procedure from incident to disposition, kinds and degrees of evidence, and the rules governing admissibility of evidence in court. Topics include consideration of state and federal courts, arrest, search and seizure laws, exclusionary and statutory rules of evidence, and other related issues. Upon completion, students should be able to identify and discuss procedures necessary to establish a lawful arrest/search, proper judicial procedures, and the admissibility of evidence.

*CJ 213 Substance Abuse:* This course is a study of substance abuse in our society. Topics include the history and classification of drug abuse and the social, physical, and psychological impact of drug abuse. Upon completion, students should be able to identify various types of drugs, their effects on human behavior and society, and treatment modalities.

### **Criminal Justice II (CCP through ACC)**

Grade 11, 12

Course Description: This course consists of a combination of three college course for a total of nine college credits. Students will also receive one high school credit.

*CJC 313 Juvenile Justice:* This course covers the juvenile justice system and related juvenile issues. Topics include an overview of the juvenile justice system, treatment and prevention programs, special area and laws unique to juveniles and other related topics. Upon completion, students should be able to identify/discuss juvenile court structure/procedures, function and jurisdiction of juvenile agencies, processing/detention of juveniles, and case disposition.

*CJC 131 Criminal Law:* This course covers the history/evolution/principles and contemporary applications of criminal law. Topics include sources of substantive law, classification of crimes, parties to crime, elements of crimes, matters of criminal responsibility, and other related topics. Upon completion, students should be able to discuss the sources of law and identify, interpret, and apply the appropriate statutes/elements.

*CJC 212 Ethics and Comm Relations:* This course covers ethical considerations and accepted standards applicable to criminal justice organizations and professionals. Topics include ethical systems; social change, values, and norms; cultural diversity; citizen involvement in criminal justice issues; and other related topics. Upon completion, students should be able to apply ethical considerations to the decision-making process in identifiable criminal justice situations.

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## **Special Programs**

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### **Student Media Assistant (CP)**

Course Description: This course provides instruction in the orientation and organization of the media center, selection and utilization of materials and equipment, and the production of materials.

### **Teacher Cadet I, II, III, IV (CP)**

Prerequisite: Child Development

Course Description: Students are introduced to the profession of teaching by working closely with a teacher in their classroom. The course will cover foundations of classroom management and curriculum instruction.