

## 2024-2025 Course Selection Guide

### Introduction

Students register for six courses. Certain courses have prerequisites and corequisites. (A corequisite can be taken simultaneously with the course described.) Students should consult with their current teachers for assistance with placement. Certain electives in this guide may not be offered in 2024-2025. Students must provide alternatives on their registration form.

Course types are Standard, Honors, Enriched Honors, or Advanced Placement. In standard courses, an A earns four (4.0) quality points. Because Honors (H) courses go into greater depth and breadth and are conducted at a faster pace than Standard courses, they carry weighted credit: the grade of A earns four and a half (4.5) quality points. Enriched Honors (H) courses go into even greater depth and breadth and are conducted at a faster pace than Honors courses. Enriched Honors courses are comparable to Academically Gifted (AG) courses open to any student who wishes to work at that level; work in the course—homework and class discussion—differs in quality from Honors courses, not necessarily in quantity. In an Enriched Honors course, students master or review basic information quickly in order to study related, more conceptual, and more abstract topics in greater depth and breadth. These courses assume a willingness by the student to explore topics with more student initiative and less teacher supervision. In Enriched Honors courses, the grade of A also earns four and a half (4.5) quality points. Advanced Placement (AP) courses carry the weighted credit of five (5.0) quality points for the grade of A, in keeping with the much higher demands of a student's time and intellectual commitment.

Courses require 20-30 minutes of homework each per day for five days per week. AP courses demand 30-45 minutes each per day.

Students who register for a seventh course, Healthful Living, must pay \$550 tuition for that seventh course. (The course meets before school from 8:10 to 8:55 each morning.) Tuition must be paid by August 13, 2024.

### Mathematics

#### Math 1

This course is the first course of the North Carolina Math sequence and is for students who are familiar with such concepts as solving equations for  $x$ , the order of operations, the Cartesian plane, absolute value, inequalities, percentages, and reading and interpreting graphs. Students must be quite familiar with working with fractions, integers, and decimals. This course addresses Algebra, Geometry, Functions, Modeling, and Statistics and Probability. It deepens and extends understanding of linear and exponential relationships. Students also begin studying quadratic relationships. Geometric concepts focus on formalizing and extending students' experiences to analytical geometry and the coordinate plane. Students learn the basic tools to explore univariate and bivariate data. Appropriate technology, including a graphing calculator and online tools such as Desmos and Geogebra, will be used regularly for instruction and assessment. Daily preparation for the class is essential since topics are continually building upon each other and connections between topics are continually examined. *Math 1, 2, and 3 must be taken sequentially.* Note: Students in this course must take the End-of-Course test for Math 1.

#### Math 2

*Prerequisite: Algebra 1/ Math 1*

This course expands on the concepts learned in Math 1 and focuses on quadratic expressions, equations, and functions, comparing their characteristics and behavior to those of linear and exponential functions from Math 1. This course addresses Algebra, Geometry, Functions, Modeling, and Probability. The geometry topics solidify the knowledge of concepts already encountered, and basic trigonometry is introduced. Students need to be able to solve equations with two variables and to simplify algebraic expressions, and they broaden their use of the coordinate plane to include isometric transformations such as rotations, reflections, translations, and the non-isometric dilation transformation. The exploration of data includes expanding on ideas of probability to make and evaluate decisions. Students are consistently taught how to solve problems without the aid of a calculator, but appropriate technology, including an approved graphing calculator, will be used for instruction and assessment. Daily preparation for class is essential since topics continually build upon each other and connections between topics are continually examined. *Math 1, 2, and 3 must be taken sequentially.*

## **Honors Math 2 (H)**

*Prerequisite: Algebra 1/Math 1*

For a complete description of topics, see Math 2. This Honors course goes deeper and requires more of students than the standard course. *Math 1, 2, and 3 must be taken sequentially.*

## **Math 3**

*Prerequisite: Algebra 1/Math 1 and Geometry/Math 2*

Math 3 continues students' study of basic algebraic, geometric, and trigonometric concepts including functions, exponents, polynomials, graphing, and rational expressions. New concepts will be introduced in function composition, logarithms, polynomial division, complex numbers, geometric proofs, trigonometric functions, and statistical measures. Much time is spent on quadratics, expanding on multiple methods of solving quadratic equations and inequalities. Practical applications are emphasized for all skills. Students are consistently taught how to solve problems without the aid of a calculator, but are also trained in the use of Desmos. Daily preparation for the class is essential since topics build upon each other and connections between topics are continually examined.

*Math 1, 2, and 3 must be taken sequentially.* Notes: (1) Students in this course must take the End-of-Course test for Math 3. (2)

Students enrolled in this course are required to take Honors Math 4 prior to enrolling in PreCalculus.

## **Honors Math 3 (H)**

*Prerequisite: Algebra 1/Math 1 and Geometry/Math 2*

For a complete description of topics, see Math 3. This Honors course goes deeper and requires more of students than the standard course. Students are expected to bring different skills together for advanced problem solving, to derive for themselves many of the formulas they use, and to generalize from specific formulas to broader applications. Daily preparation for the class is essential since topics continually build upon each other and connections between topics are continually examined. *Math 1, 2, and 3 must be taken sequentially.* Notes: (1) Students who complete this course will continue on to either Math 4 or PreCalculus based on teacher recommendation. (2) Students in this course must take the End-of-Course test for Math 3.

## **Honors Math 4 (H)**

*Prerequisite: Geometry/Math 2 and Algebra 2/Math 3*

Honors Math 4 engages students in the study of a variety of mathematical relationships and functions and includes an emphasis on situational applications. The course includes in-depth explorations of linear, quadratic, polynomial, exponential, logarithmic, and trigonometric functions. The main goal of the course is to enable students' understanding of trigonometry, functions, and other mathematical topics in order to advance in deeper studies of mathematics.

## **PreCalculus (H)**

*Prerequisite: Geometry/Math 2 and either Honors Algebra 2/Honors Math 3 or Math 4*

PreCalculus supplements a thorough exploration of topics discussed in previous courses with an introduction to matrices, polar and parametric equations, data analysis, and introductory topics for calculus. The crux of the course is the study of functions, including all the function families previously studied including polynomials, rational functions, exponential functions and trigonometric functions. Topics in functions include function characteristics and graphing as well as inverses and combinations and compositions. The course includes developing advanced function manipulation skills and advanced graphing. Students will learn the application of functions to model behavior in addition to exploring the concepts of functional limits, which are essential to calculus. The prerequisite expectation is that students have a strong grasp of the topics discussed in previous courses. Furthermore, students should expect to explore advanced mathematical concepts and their applications in a variety of disciplines such as science or engineering. Students participate in class discussions and can help provide direction to solving complex problems.

## **Honors Calculus (H)**

*Prerequisite: PreCalculus*

Calculus includes an extensive review of functions including domains, ranges, roots, intercepts and asymptotes. The study of limits will be expanded to introduce the derivative. Students will understand that the derivative is the rate of change of a function and will be able to relate that to verbal scenarios, graphs and algebraic functions. Students will learn to take derivatives by using the definition of the derivative and by using the standard rules for taking derivatives. Maximum and minimum values of a function will be explored, and students will understand how to find those values using the first derivative. The second derivative will be introduced, and students will learn how to use the second derivative to determine the concavity of a function. Integrals will be introduced, and students will learn to evaluate definite and indefinite integrals. There will be a strong emphasis on a conceptual understanding of the derivative and the integral.

### **Advanced Placement Calculus AB (AP)**

*Prerequisite: PreCalculus or permission of the 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 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 Calculus BC (AP)**

*Prerequisite: AP Calculus AB*

AP Calculus BC is a continuation of the AP Calculus sequence. Topics covered include advanced techniques of integration, parametric equations, vectors, polar coordinates, and series. The prerequisite expectations are a confident grounding in the derivative and integral at the "AP Calculus AB" level and a willingness to work hard.

### **Calculus 3 with Linear Algebra (H)**

*Prerequisite: AP Calculus BC*

This course covers the algebra and calculus of multiple independent variables. The first portion of the course covers the algebra of multiple independent variables, also known as linear algebra. The students construct their own proofs of many important theorems about matrices, transformations, and vector spaces. The course continues with multivariate calculus, including vector operations, partial derivatives, multiple integrals, and vector calculus.

### **Advanced Placement Statistics (AP)**

*Pre- or corequisite for Seniors: PreCalculus*

*Corequisite for Sophomores and Juniors: Calculus class*

AP Statistics introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Students are exposed to the four major themes of exploring data, sampling and experimentation, anticipating patterns, and statistical inference. Students should be prepared to actively participate and work consistently on a daily basis both in class and on homework.

### **Systems Theory (H)**

*Pre- or corequisite: Math 3*

*Open to grades 11-12 with approval of instructor*

This is a course in critical thinking. (It is not a math course!) We apply the systems approach to the physical, biological, social, and behavioral sciences, as well as technology. Students learn to approach real-world problems from many perspectives and to ask critical questions. They learn to find answers when answers are possible, and to be aware that many problems do not have simple solutions. Students learn that a system can never be completely analyzed in terms of its component parts; the only way it can be fully understood is to understand all the relationships between the system, the subsystems it comprises, and the supersystems of which it is a component. The course requires a significant amount of reading, writing, discussion, and making presentations. Mr. Felder is available in Room 114 every day before school to answer questions about this course, and to sign registration forms. *This elective course does not satisfy a graduation requirement in mathematics.*

### **Introductory Computer Applications**

*Prerequisite: Algebra I/Math 1*

This course introduces students to a wide range of computer science topics. Students will learn to solve a variety of real-world problems through the use of computer applications. Among the topics covered are computer architecture, keyboarding skills, the use of spreadsheets to organize information, web design, and an introduction to programming using a high-level programming language. *This elective course does not satisfy a graduation requirement in mathematics.*

### **Computer Programming (H)**

*Pre- or corequisite: H Math 3 or H Math 4*

In this course, students program computers to solve problems in a variety of contexts. Students learn a high-level programming language that allows them to attack large problems efficiently. Several types of problems are considered in this course: calculation—using the machine to calculate solutions to problems; data analysis—performing statistical analyses of data sets; visualization—using plotting and graphics tools to display experimental and computed information effectively; and modeling—using the computer to simulate systems. *This elective course does not satisfy a graduation requirement in mathematics.*

# Science

## **Honors Biology (H)**

*Required of all Ninth-Grade Students*

This Honors course follows the NC Essential Standards and prepares ninth graders for the study of future advanced sciences. Themes covered include the chemical basis of life, metabolism of cells, genetic continuity, homeostasis in plants and animals, and the evolution and ecology of populations. This class emphasizes “hands-on” learning and is suited for students who perform best with opportunities for practice along with the honors-level thinking. Laboratory skills are emphasized as a major portion of the class. Students will take an End-of-Course test in this course.

## **Enriched Honors Biology (H)**

*Required of all Ninth-Grade Students*

This Enriched Honors course follows the NC Essential Standards and prepares ninth graders for the study of future advanced sciences. Themes covered include the 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. This course is reading and writing intensive. Students will take an End-of-Course test in this course.

## **Advanced Placement Biology (AP)**

*Prerequisites: Honors Biology*

*Corequisite: Honors Chemistry*

AP Biology is a college-level course designed to challenge students to extend their analytical skills beyond the level of an introductory science course. Students will focus on experimental design, experimental results, and models to explain relationships in biology. Students will develop the writing and reading skills needed to examine an experiment or model and decipher the meaning and importance of the work. The class involves student presentations, lab groups, inquiry based labs, statistics, and textbook reading. Students are expected to do careful reading in this course. It is essential for students to generate questions in the classroom through both group work and collaboration on complex topics. The course will prepare students to take the AP Biology exam in May.

## **Honors Chemistry (H)**

*Prerequisites: Honors Biology, Math 1*

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. Laboratory investigations are an essential part of the course. 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.

## **Enriched Honors Chemistry (H)**

*Corequisite: Honors Biology, Math 3*

This course is designed to help students develop an understanding of the concepts and principles of chemistry in great depth and at a rapid pace. Laboratory investigations are an essential part of the course. 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.

## **Advanced Placement Chemistry (AP)**

*Prerequisites: Honors Biology, Honors Chemistry, Honors Math 3, or permission of instructor*

This course covers advanced topics in chemistry including kinetics, oxidation-reduction, equilibrium, thermochemistry, quantitative and qualitative analysis, and introductory organic chemistry. Students continue to develop chemistry laboratory skills and learn to predict results of reactions and properties of reaction products. Students complete an intensive schedule of advanced lab exercises. The course prepares students to take the Advanced Placement exam in May. This class is designed for highly motivated students with good reading comprehension and study skills.

## **Honors Physics (H)**

*Prerequisites: Honors Biology, Honors Chemistry*

*Corequisite: Math 4 or PreCalculus*

This introductory Physics course includes an intensive study of Mechanics 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 equations of constant acceleration in one and two dimensions. Students will also learn to model motion and interaction using conservation laws, including mechanical energy and momentum. The second semester includes further discussion of mechanics, in the areas of rotation and simple harmonic motion, but also introduces optics, electrostatics, circuits, and elementary electromagnetism. All topics are taught with a mix of theoretical work and practical laboratory work, in which the students demonstrate results for 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.

## **Advanced Placement Physics 1, Algebra Based (AP)**

*Prerequisites: Honors Biology, Honors Chemistry, or permission of instructor*

*Corequisite: PreCalculus*

AP Physics 1 is the equivalent to a first-semester college course in algebra-based physics. The course covers mechanics, including linear and rotational motion; statics and dynamics; work, energy and power; and fluids. Although the AP test has removed electrostatics and circuits, if time permits these units will still be covered as special topics. All topics are taught with a mix of theoretical work and practical laboratory work, in which the students demonstrate results for themselves. Some math will be taught (particularly vectors), but the emphases are on developing physical intuition and on using the math that students already know to solve physical problems. This class is designed for highly motivated students with good reading comprehension and good study skills. This course is reading and writing intensive and prepares students to take the AP exam in May.

## **Advanced Placement Physics C (AP)**

*Prerequisites: Honors Biology, Honors Chemistry, either Honors Calc or AP Calc AB.* AP Physics C is the equivalent of a year of an introductory college physics course. It comprises a course on mechanics (energy, momentum, dynamics, kinematics, rotational and simple harmonic motion, and gravitation) and a course on electromagnetism (electrostatics, conductance, current electricity, magnetic fields). The course requires a basic knowledge of calculus, both simple derivation and integration. Lab work emphasizes experiment design and data evaluation. The pace for the course is fast and it is mathematically intensive. Students will sit for either one or both of the AP C exams in the spring. Beginning in 2025 both exams will be full three hour exams.

## **Honors Environmental Science (H)**

*Prerequisite: Honors Biology*

*Corequisite: Honors Chemistry*

Following the NC Essential Standards for Environmental Science, this Honors-level course covers the earth/environmental science curriculum. It examines Environmental Science through an in-depth study of the ocean including various locations throughout the world such as the Northwest Passage, Caribbean, Marianas Islands, Antarctica, Chesapeake Bay, and the Great Lakes. For each locale, students learn biology, physics, geology, chemistry, and geography, through marine environments, including the connections of these sciences to current ocean-related issues. The atmosphere in the course will be collaborative and inquiry based. The course includes labs, writing assignments, research analysis, math skills, presentations, and group work in order to provide an in-depth understanding of the oceans. The geology of ocean basins; pirate history, marine animals, chemistry of seawater; ocean currents, waves, tides; aquaculture; and the biology of diverse ecosystems such as deep sea vents, coral reefs, and estuaries are some of the topics explored. This course may be offered with Oceanography. While it has common topics with AP Environmental Science, it is significantly different, and a student may take this course to help prepare for AP Environmental Science.

## **Advanced Placement Environmental Science (AP)**

*Prerequisites: Honors Biology*

*Corequisite: Honors Chemistry*

The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science. This reading intensive science class emphasizes a strong understanding of biological, chemical, and geological processes. In addition, the course draws from many other disciplines, including economics, geography, history and politics, to encourage a strong understanding of the interactions between human actions and natural processes. The course will include data analysis, experimental design, and modeling of environmental issues and finding solutions to environmental problems. A combination of labs, discussion, projects and analysis is critical in understanding the topics at this level. Students will be required to complete intensive reading assignments. The course prepares students to take the AP Environmental Science exam in May.

## **Oceanography (H)**

*Prerequisite: Honors Biology*

*Corequisite: Honors Chemistry*

This Honors-level course is an elective that examines Environmental Science through an in-depth study of the ocean in various locations throughout the world such as the Northwest Passage, Caribbean, Marianas Islands, Antarctica, Chesapeake Bay, and the Great Lakes. For each locale, students learn biology, physics, geology, chemistry, and geography, through marine environments, including the connections of these sciences to current ocean-related issues. The atmosphere will be collaborative and inquiry based. The course includes labs, writing assignments, researched analysis, math skills, presentations, and group work in order to provide an in-depth understanding of the oceans. The geology of ocean basins; pirate history, marine animals, chemistry of seawater; ocean currents, waves, tides; aquaculture; and the biology of diverse ecosystems such as deep sea vents, coral reefs, and estuaries are some of the topics explored. While this course has common topics with AP Environmental Science, it is significantly different, and a student may take this course to help prepare for AP Environmental Science or after AP Environmental Science to allow further study.

## **Honors Anatomy and Physiology (H)**

*Prerequisite: Honors Biology*

*Corequisite: Honors Chemistry*

This elective science course will examine the structure and function of the human body. The main emphasis will be on covering the major body systems and how they function together for the maintenance of life. Students will examine medical case studies and engage in laboratory exercises such as dissections (traditional and virtual) and other cooperative learning projects. This course will help prepare students for post-secondary study in health-related fields.

## **Advanced Placement Psychology (AP)**

*Prerequisite: World History, Civics and Economics*

*Prerequisite or corequisite: Algebra 2 /Math 3*

For a complete course description, please refer to the History section of the Course Selection Guide.

# **History**

## **Honors World History (H)**

*Required of all Ninth-Grade Students*

This course is a survey of world history from early civilizations to the present. The course focuses on comparative history across time and across the world. Students learn both the history of world cultures and civilizations and the skills necessary to be a successful history student throughout high school and college. Students develop the reading-comprehension skills needed to understand historical documents. Throughout the year, students read the same sources professional historians read and learn to analyze material based on audience, context, and message. Students develop research skills such as note taking, outlining, and footnoting and participate in a museum project. Particular attention is given to developing one's writing skills in essays throughout the year.

## **Enriched Honors World History (H)**

*Required of all Ninth-Grade Students*

This course is a survey of world history from early civilizations to the present. The course focuses on comparative history across time and across the world. Students learn both the history of world cultures and civilizations and the skills necessary to be a successful history student throughout high school and college. There is an emphasis on using primary source material. Students learn to read the same sources professional historians read and learn to analyze material based on audience, context, and message. Students practice research skills such as note taking, outlining, and footnoting and participate in a museum project. This class is suited for highly motivated students with good reading comprehension skills and good writing skills. Students are asked to read and interpret material independently to prepare for class discussion. Students should feel comfortable summarizing main ideas and expressing opinions in writing. This course is reading and writing intensive.

## **Honors Civic Literacy (H)**

*Pre- or corequisite: World History*

This course is a study of the constitutional, legal, and political systems of the United States. Students learn about the roots of the American democratic system, the founding documents, the structures of local, state, and national government, public policy, and civic participation. The curriculum connects to current events and interactions with state and local governmental leaders. Students develop strong reading and writing skills and work regularly with primary-source materials like Supreme Court decisions. Students participate in a school-wide simulated congressional hearing as a culmination of their study of the federal government. *Ninth graders interested in this course should have a strong interest in history since ninth-grade students will be taking it and World History simultaneously.*

### **Advanced Placement United States Government and Politics (AP)**

*Prerequisite: World History*

This course gives students perspective on the theory of how the government and politics work in the United States and how they work in reality. Students use current news to see examples of how and why our political system works as it does. Some of the questions we will discuss include: Why did the Founders establish the type of government they did? What does it mean to be a liberal or conservative? Why do people vote the way they do? Is there bias in the media? What are successful and unsuccessful campaign strategies that candidates have used? How do political parties, interest groups, and the media influence our politics? What powers do our national institutions such as Congress, the presidency, bureaucracy, and federal courts have, and why do they function the way they do? We will discuss influential Supreme Court decisions to understand the evolution of our civil rights and liberties. The class involves extensive discussion, debates, congressional simulations, and analysis of polling data. This course prepares students to take the AP exam in US Government and Politics in May. Students will be expected to do reading and work over the breaks. There are daily HW assignments from the textbook and articles from various sources. The reading is at an advanced level. There will be a summer assignment. *This course fulfills the graduation requirement for Civic Literacy.*

### **Honors American History**

*Prerequisite: World History*

*Pre- or corequisite: Civic Literacy or AP US Government and Politics*

This course is a survey of the United States from times prior to European colonization to the present, with an emphasis on the 19th and 20th centuries. Students will trace themes across U.S. history, all the while making vital connections between past and present. There is a strong focus on reading primary source material as well as discussing historical interpretations and debates. The voices of historically marginalized groups frequently take center stage. Students will prepare for daily discussions and will engage in independent research that will culminate in a substantial, thesis-driven paper.

### **Advanced Placement United States History (AP)**

*Prerequisite: World History, Civic Literacy or AP US Government and Politics*

This 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 read challenging material each night. They also complete a major research project. In addition, students will be expected to learn and retain a large amount of factual information. Students should have a strong interest in history and be prepared to devote considerable time and energy to this class. There will be a summer reading and writing assignment and work over the breaks. This course prepares students to take the AP exam in US History in May.

### **Honors Economics and Personal Finance**

*Prerequisite: World History, Civic Literacy or AP US Government and Politics, Honors American History or AP US History*  
*Required for all Seniors*

The Economics and Personal Finance (EPF) course is intended to be a study of economic systems, personal finance and financial systems, income and education, money management, and critical consumerism. Students will spend roughly half of the year exploring a range of economic theories and history, and the other half of the year learning about the foundations of personal finance and financial systems. The course will frequently draw from current events, and students will have the opportunity to apply their knowledge and interests through individual and group projects. All seniors must take this course.

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

*Prerequisite: World History, Civic Literacy or AP US Government and Politics*

*Prerequisite or corequisite: Honors American History or AP US History*

This course surveys the political, economic, social, and cultural history of Europe from the 14th Century to the present. The course covers subjects such as everyday life and high politics as well as technological developments, artistic, religious, and intellectual history to try to understand how Europe developed from the end of the Middle Ages to the post-Cold War era. Students should have a strong interest in history and be prepared to read a variety of secondary and primary sources. There will be a summer reading assignment and homework during the breaks as well as online documentaries to watch outside of class. In addition to class discussions, there are debates, simulations, student presentations, and a variety of writing assignments. Students read challenging primary and secondary sources every night. This course prepares students to take the AP examination in European History in May.

## **Advanced Placement Psychology (AP)**

*Prerequisite: World History, Civic Literacy or AP US Government and Politics*

*Corequisite: Algebra 2/Math 3*

This AP course introduces students to the systematic and scientific study of the behavior and mental processes of human beings. Through reading, discussion, experimentation, and projects, students examine research methods for exploring human behavior from theoretical and biological perspectives. Themes covered include learning, perception, cognition, testing, psychological disorders and treatments, personality, and development. The course prepares students to take the AP Psychology exam in May.

# **English**

## **Honors English 1 (Grade 9) (H)**

*Required of all Ninth-Grade Students*

This course introduces students to both literary and informational texts. Students are asked to demonstrate their understanding through discussion, analysis, presentations, and various forms of writing. After being introduced to techniques of close reading, students read more deeply and show their awareness of the writer's tools. Their writing demonstrates the use of evidence and organization that is essential to both private deliberation and responsible public discourse in a democratic republic. Students read six to eight works of various genres. This course also includes instruction on grammar, mechanics, usage, and vocabulary.

## **Enriched Honors English 1 (Grade 9) (H)**

*Required of all Ninth-Grade Students*

This enriched course, designed for students who are excited about reading and writing, introduces students to both literary and informational texts. Students are asked to demonstrate their understanding through discussion, analysis, presentations, and various forms of writing. After being introduced to techniques of close reading, students will read deeply with a demonstrable awareness of the writer's tools. Their writing demonstrates the use of evidence and organization that is essential to both private deliberation and responsible public discourse in a democratic republic. Students read six to eight works of various genres. This course also includes instruction on grammar, mechanics, usage, and vocabulary. Students who register for Enriched Honors English 1 should be able to understand challenging texts with minimal support so that they may delve into a deeper and more thoughtful analysis of those texts.

## **Honors English 2 (Grade 10) (H)**

This course focuses on understanding both literary and informational texts. Students are asked to demonstrate their understanding through discussion, research, presentations, and various forms of writing. Being introduced to techniques of close reading and analysis, they become familiar with the cogent reasoning, use of evidence, and effective organization that are essential to both private deliberation and responsible public discourse in a democratic republic. Students read six to eight works of international fiction and non-fiction. This course also includes instruction on grammar, mechanics, usage, and vocabulary.

## **Enriched Honors English 2 (Grade 10) (H)**

This enriched course is designed for students who enjoy reading challenging texts with minimal support and then writing about and discussing them. It focuses on understanding both literary and informational texts. Students are asked to demonstrate their understanding through discussion, research, presentations, and various forms of writing. Being introduced to techniques of close reading and analysis, they become familiar with the cogent reasoning, use of evidence, and effective organization that are essential to both private deliberation and responsible public discourse in a democratic republic. Students read six to eight works of international fiction and non-fiction. This course also includes instruction on grammar, mechanics, usage, and vocabulary.

## **Honors English 3 (Grade 11) (H)**

This course focuses on analysis of both literary and informational texts. Students are often asked to consider more than the text alone, synthesizing multiple pieces and substantiating their understanding through discussion, research, presentations, and various forms of writing. By learning to apply the techniques of close reading and analysis, they demonstrate the cogent reasoning, use of evidence, and effective rhetorical devices that is essential to both private deliberation and responsible public discourse in a democratic republic. Students read six to eight works of American fiction and non-fiction. This course reviews grammar, mechanics, usage, and vocabulary as well as the beauty and scope of our American literary history.



### **Advanced Placement English 3: Language and Composition (Grade 11) (AP)**

This course emphasizes rhetoric: students construct arguments and analyze and evaluate arguments. Students are often asked to consider more than the text alone, synthesizing multiple pieces and substantiating their understanding through discussion, research, presentations, and various forms of writing. By learning to apply the techniques of close reading and analysis, students demonstrate the cogent reasoning, use of evidence, and effective rhetorical devices that are essential to both private deliberation and responsible public discourse in a democratic republic. Students read six to eight major works of American fiction and non-fiction as well as numerous nonfiction essays. In addition to reviewing the topics included in our Honors English 3 course, students prepare for the AP English Language and Composition exam and its focus on rhetorical analysis and argumentation.

### **Honors English 4 (Grade 12) (H)**

This course focuses on both student and teacher selected high-quality historical and contemporary literature selected to improve reading skills and vocabulary, enlarge students' understanding of the possibilities inherent in the English language, and broaden their worldviews. Writing assignments will often focus on non-fiction writing including analysis, argument, or reflection. Close reading and analysis will promote the use of cogent reasoning and the use of evidence while reflections will provide an opportunity for students to connect with their own world experiences as well as to practice supporting their ideas and conveying them in various formats. Second semester, students will have opportunities to focus on their own interests for an informational essay. Projects will include oral presentations and recitation, both of which are designed to strengthen public speaking and listening skills.

### **Advanced Placement English 4: Literature and Composition (Grade 12) (AP)**

AP English Literature and Composition focuses on reading complex literary selections independently and analyzing them in terms of themes, character motivation, and cultural and philosophical contexts. The course includes a variety of critical approaches to literature. Students read ten to twelve major works of literature (approximately twenty pages of reading per night) as well as poetry and short works. The reading includes fiction, drama, poetry, criticism and literary theory. Assignments include close textual analyses of imaginative literature across several genres and stylistic periods. Timed writings analyze prose and poetic passages and treat literary concepts from the students' repertoire. Students study advanced composition skills, including lessons in grammar, mechanics, usage, and vocabulary. Reading- and writing-intensive, this course prepares students to take the AP Examination in English Literature and Composition in May.

### **Yearbook (H)**

Students explore and practice design through the production of the school annual in this course. Along with the yearbook, students produce various documents that involve the knowledge and application of fundamental graphic design elements and principles. Projects in this course will be both individual and collaborative. Students learn to set and manage production schedules. They operate equipment such as digital cameras and work on Yearbook Avenue's LayoutPro for the physical yearbook and Joomag for their two online magazines. Students can take this course for all four years of high school. *NB: This elective does not satisfy a graduation requirement in English.*

### **Creative Writing (H)**

This is a beginning level creative writing course designed to get students comfortable with writing fiction and poetry. It will focus on developing fundamental creative writing skills such as description, dialogue, imagery, and figurative language. Students in the class can expect a mix of in-class and out-of-class exercises leading to short fiction pieces and poems in a variety of forms, including sonnets and villanelles. Students will also be introduced to workshops and will participate in several of them over the course of each semester. Homework will be mainly written work, with some reading assignments. Students who register for this course should be imaginative and like to write. The ability to work independently is a plus.

*NB: This elective does not satisfy a graduation requirement in English.*

# World Languages

*Students new to RCHS who wish to register for a course above the first year of a world language should contact the Department of World Languages for a placement assessment. Students should begin their world-language study by no later than their sophomore year. World-Language Prerequisites: In order to succeed in the second-year course in a world language, students should achieve at least a C in the first-year course. Students who wish to take a third-level course or higher must have at least a C in the previous course. Permission of the instructor is required to register for a course above the first course in a language.*

## **French 1**

This course is designed for students who wish to take French for the first time, as well as for students who have taken French at other schools and wish to strengthen their skills. **T'es Branché Level 1** will cover activities, pastimes, school, family relationships, shopping, fashion, food and what makes a house a home. Students will use authentic texts, multi-sensory resources and activities, to gain knowledge about French culture, history, sports, etc. in France, Europe, Canada, North Africa, Sub-Saharan Africa, .... Students will acquire practical linguistic skills needed to communicate effectively in real-life settings.

## **French 2**

*Prerequisite: French 1 and/or Recommendation of the instructor*

In **Level 2** we will talk about holidays, entertainment, art, traveling, daily routines, farming, and of course food. Authentic texts, multi sensory resources and activities will be used to gain knowledge about French culture, history, etc... in France, Europe, Canada, North Africa, Sub-Saharan Africa, .... Students will continue to acquire practical linguistic skills needed to communicate effectively in real life settings.

## **French 3 (H)**

*Prerequisite: French 2 and/or Recommendation of the instructor*

**Level 3** will continue to build on knowledge acquired in French 1 and 2. Topics covered at this level will be special moments in one's life and how to converse on different topics related to traditions, food, society and today's challenges. Authentic texts, multi-sensory resources and activities will be used to gain knowledge about French culture, history, etc. Students will continue to acquire practical linguistic skills needed to communicate effectively in real-life settings.

## **French 4 (H)**

*Prerequisite: French 3 and/or Recommendation of the instructor*

In **Level 4**, students will communicate almost exclusively in French and continue to build on knowledge acquired in French 1, 2 and 3. Authentic texts, multi-sensory resources and activities will be used to gain knowledge about French culture, history, etc... in France, Europe, Canada, North Africa, Sub-Saharan Africa, .... Content themes will include Global challenges, Contemporary Life, Beauty and Aesthetics, Families and Communities, Personal and Public Identities and Science and Technology.

## **Advanced Placement French Language and Culture (AP)**

*Prerequisite: French 4 and/or Recommendation of the instructor*

This course aims at giving students the necessary tools to master French at an advanced level by exposing them to a wide variety of genuine materials including excerpts from literary works and newspapers, videos and movies, and audio recordings. Content themes include Global challenges, Contemporary Life, Beauty and Aesthetics, Families and Communities, Personal and Public Identities and Science and Technology. The course covers all areas of communication in French and will demand increased oral, aural and written proficiency as the student prepares for the AP Examination in May.

## **German 1**

This course is designed for the student who wishes to take German for the first time, as well as one who has explored the language in middle school. All four of the basic skills - listening, speaking, reading, and writing - are emphasized. The curriculum is enhanced through the use of video and audio media and study of the culture of the German-speaking peoples. No prior knowledge of German is assumed.

## **German 2**

*Prerequisite: German 1 and/or Recommendation of the instructor*

This course builds on the knowledge gained in German 1. As in the first course, all of the basic language skills—listening, speaking, reading, and writing—are emphasized. The curriculum is enhanced through the use of video and audio media and study of the culture of the German-speaking peoples.

### **German 3 (H)**

*Prerequisite: German 2 and/or Recommendation of the instructor*

German 3 is for students who have successfully completed German 2. Emphasis is on increasing oral/aural skills through reading, writing, conversation, games, and video. The basic principles of German grammar are reviewed, and the student's knowledge of the history and culture of the lands where German is spoken is broadened through readings and audiovisual materials.

### **German 4 (H)**

*Prerequisite: German 3 and/or Recommendation of the instructor*

German 4 is for students who have successfully completed German 3. Emphasis is on increasing oral/aural skills through reading, writing, conversation, games, and video. The basic principles of German grammar are reviewed, and the student's knowledge of the history and culture of the lands where German is spoken is broadened through readings and audiovisual materials.

### **Advanced Placement German Language and Culture (AP)**

*Prerequisite: German 4 and/or Recommendation of the instructor*

This course covers all areas of communication in German through the study of six themes: Everyday Life, Private and Public Identity, Family and Society, Beauty and Aesthetics, Science and Technology and Globalization in order to increase oral, aural, and written proficiency as the student prepares for the AP Examination in May. Authentic literary texts and films are included in the curriculum. This course may be recommended after German 4 or, in certain cases, after German 3.

### **German 5 (H)**

*Prerequisite: AP German and/or Recommendation of the instructor*

For students who have completed AP German and wish to continue their study of German, German 5 comprises continued reading, listening, speaking and writing activities.

### **Spanish 1**

In this course students 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 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 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. No prior knowledge of Spanish is assumed.

### **Spanish 2**

*Prerequisite: Spanish 1 and Recommendation of the instructor*

In this course students 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 expand to include the past, present, and future, as well as progressive tenses, telling time, giving orders, discussing feelings, making comparisons and referring to habitual actions in the past. Specific topics that the student masters 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.

### **Spanish 3 (H)**

*Prerequisite: Spanish 2 and Recommendation of the instructor*

In this course students build on their knowledge gained in Spanish II, while actively participating in the four areas of language learning: listening, speaking, reading, and writing. Grammar functions expand to include the conditional tense as well as present and imperfect subjunctive used to express doubts, opinions, recommendations and wishes. Students will engage in discussions and readings related to art, nature, relationships, community, future plans, and Pre-Colombian legends and history. Students will look at topics from the lens of the Spanish-speaking world and make comparisons to their own views and traditions. The students 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.

**Spanish 4 (H): Prerequisite: Spanish 3**

*Prerequisite: Spanish 3 and Recommendation of the instructor*

This course introduces students to the major authors of Spain and Latin America through guided readings and excerpts in the target language. The student practices complex grammatical structures and writing skills in a variety of genres. Fluency in speaking and listening continues to be a focus of in-class time.

**Advanced Placement Spanish Language and Culture (AP)**

*Prerequisite for seniors: Spanish 3 or 4 and Recommendation of the instructor*

*Prerequisite for sophomores and juniors: Spanish 4 and Recommendation of the instructor*

This course covers all areas of communication in Spanish with intensive and extensive practice of productive language, complex speaking and writing skills and advanced grammar. Content themes include Global challenges, Contemporary Life, Beauty and Aesthetics, Families and Communities, Personal and Public Identities and Science and Technology. The course demands increased oral, aural and written proficiency as the student prepares for the AP Examination in May. Rising seniors currently in Spanish 3 may register for this course only with teacher recommendation.

## Fine Arts

**Visual Arts 1**

In this introductory course for the high-school art program, students explore a wide variety of art media including drawing, painting, sculpture, printmaking, and mixed media. Students examine art and aesthetics from a multicultural perspective and learn how to critique their own art. Students will learn about artists and their influences on each other and on the culture.

**Visual Arts 2**

*Prerequisite: Visual Arts 1; Junior/Seniors (without Visual Arts 1) by permission of the instructor*

In this course students extend their visual literacy, engage in communications through art and refine their art skills. Students explore more advanced techniques and begin to investigate historical artistic movements. Students without the necessary prerequisite may enroll with the instructor's permission.

**Visual Arts 3 (H)**

*Prerequisite: Visual Arts 1 and/or 2 and permission of the instructor*

Students engage in advanced study of art processes, aesthetic issues, and art criticism. They express concepts and communicate ideas using advanced approaches in various media. Each student develops an individual style and becomes familiar with art schools and art careers. Students read and discuss a wide variety of current art topics.

**Visual Arts 4 (H)**

*Prerequisite: Visual Arts 2 or 3 and permission of the instructor*

Students engage in advanced study of art processes, aesthetic issues, art criticism, and art history while maintaining the attitude and self-discipline of a working artist. Students exhibit technical proficiency and personal style while working in art media. They learn how to exhibit their own art, as well as the works of others. A culminating portfolio showing evidence of quality, concentration, and breadth of work produced throughout their high school program is required.

**Advanced Placement Studio Art (AP)**

*Prerequisite: Visual Arts IV and permission of the instructor*

AP Studio Art is designed for students who have demonstrated outstanding capabilities in expressing themselves with art media, have a high degree of commitment to communicating through art, and maintain the attitudes and self-discipline of working artists. Students can choose between submitting a portfolio of drawing media (*AP Drawing*) or two-dimensional media (*AP 2D Art & Design*). Each student will submit a portfolio in the spring. This course prepares students to take the AP Examination in Studio Art in May.

**Drama 1: Introduction to Theater**

This class offers a general overview of world theater, introduces elementary concepts, methods, theatrical terminology, and discipline, and explores the creative process. Students study the origins of modern drama, and develop basic skills in all areas of theater with a focus on improvisation. A primary goal of this course is the definition and articulation of "Personal Aesthetic." Students will learn the vocabulary and language of theater as we explore Artistic Perception. Participants will stretch their imagination, focus creative energy, and work alone and in groups to tell stories and bring characters to life. Students will be developing problem solving, critical thinking, and communication skills that will benefit them academically whether they choose to pursue a career in the arts or apply these skills to other areas of interest.

## **Drama 2**

*Prerequisite: Drama 1 and Permission of the instructor*

This course continues the study of improvisation, acting process theory and application. Participants engage in an advanced exploration of improvisation, theater history and related styles of acting. Students will examine the cultural and historical relevance of plays as we explore Historical and Cultural Content, where we will examine the role theater plays in our society. Particular emphasis is given to improvisational character development and script analysis. Students demonstrate knowledge, sensitivity, flexibility, and intuition in functioning as a member of an ensemble. Coursework may include rehearsal and performance outside the regular class schedule.

## **Drama 3: Advanced Acting (H)**

*Prerequisite: Drama 2 and Permission of the instructor*

Drama 3 continues the exploration of improvisation, theater history and related styles of acting. Activities may include the creation of original performance material, the study of period/style acting, reader's theater, and an in-depth study of classic American plays from the 20th and 21st Century. Coursework may include rehearsal and performance outside the regular class schedule. Students are encouraged to attend outside performances, potentially including field trips to productions at PlayMakers Repertory Company at UNC-Chapel Hill.

## **Drama 4: Drama Productions (H)**

*Prerequisite: Drama 3 and Permission of the instructor*

Drama Production is a performance-based course designed for highly-motivated, experienced drama students. Participants complete directing and design projects, and engage in detailed, critical evaluation and focused research. Coursework may include participation in the RCHS productions outside the regular class schedule. Students are encouraged to attend a performance each grading period, potentially including field trips to productions at PlayMakers Repertory Company at UNC-Chapel Hill.

## **Soprano/Alto Ensemble**

In this course, choral literature for Soprano/Alto voice ranges is studied in both classical and contemporary fields. Our focus for the 2024-2025 year will be in Multicultural Studies. The method of study is of a more global nature, integrating singing and vocal health with music theory, music history and appreciation, the development of listening skills, drum circles and mindfulness practice. Concert dress and performances outside the regular class period are requirements. Soprano/Alto joins with Tenor/Bass for selections on concerts. Singers in 9th grade whose voice ranges are in the Soprano/Alto (treble clef) voice range should sign up for this ensemble.

## **Tenor/Bass Ensemble**

In this course, choral literature for Tenor/Bass voice ranges is studied in both classical and contemporary fields. Our focus for the 2024-2025 year will be in Multicultural Studies. The method of study is of a more global nature, integrating singing and vocal health with music theory, music history and appreciation, the development of listening skills, drum circles and mindfulness practice. Concert dress and performances outside the regular class period are requirements. Tenor/Bass joins with Soprano/Alto for selections on concerts. Singers in 9th grade whose voice ranges are in the Tenor/Bass (bass clef) voice range should sign up for this ensemble.

## **Honors Soprano/Alto Ensemble (H)**

In this course, choral literature for Soprano/Alto voice ranges is studied in both classical and contemporary fields. Our focus for the 2024-2025 year will be in Multicultural Studies. The method of study is of a more global nature, integrating singing and vocal health with music theory, music history and appreciation, the development of listening skills, drum circles and mindfulness practice. Concert dress and performances outside the regular class period are requirements. Soprano/Alto joins with Tenor/Bass for selections on concerts. Singers in 10th -12th grade levels whose voice ranges are in the Soprano/Alto (treble clef) voice range should sign up for this ensemble.

## **Honors Tenor/Bass Ensemble (H)**

In this course, choral literature for Tenor/Bass voice ranges is studied in both classical and contemporary fields. Our focus for the 2024-2025 year will be in Multicultural Studies. The method of study is of a more global nature, integrating singing and vocal health with music theory, music history and appreciation, the development of listening skills, drum circles and mindfulness practice. Concert dress and performances outside the regular class period are requirements. Tenor/Bass joins with Soprano/Alto for selections on concerts. Singers 10th -12th grade levels whose voice ranges are in the Tenor/Bass (bass clef) voice range should sign up for this ensemble.

## **Concert Band**

*Prerequisite: Previous band experience*

In this course, instrumental technique is reviewed and band literature (solo, chamber and small ensemble) is studied in both classical and contemporary fields. Our focus for the 2024-2025 year will be in Multicultural Studies. The method of study is of a more global nature, integrating instrumental technique with music theory, music history and appreciation, the development of listening skills, drum circles and mindfulness practice. This course is recommended for instrumentalists who want to improve their instrumental technique in tonal development, technical skills and performance. Students will be required to perform outside the regular class period. Concert Band and Wind Ensemble join forces on selected literature for concerts. Entering 9th grade instrumentalists should sign-up for this ensemble.

## **Honors Concert Band (H)**

*Prerequisite: Previous band experience*

In this course, instrumental technique is reviewed and band literature (solo, chamber and small ensemble) is studied in both classical and contemporary fields. Our focus for the 2024-2025 year will be in Multicultural Studies. The method of study is of a more global nature, integrating instrumental technique with music theory, music history and appreciation, the development of listening skills, drum circles and mindfulness practice. This course is recommended for instrumentalists who want to improve their instrumental technique in tonal development, technical skills and performance. Students will be required to perform outside the regular class period. Those students seeking Honors credit must complete the following requirements in addition to the requirements for Concert Band: prepare and audition for the East Central District Band Clinic, attend an outside clinic for their instrument, and perform for an event in a religious or community institution (school, retirement home, etc.). Concert Band and Wind Ensemble join forces on selected literature for concerts. Students in 9th grade may sign up for this course with permission from Dr. Brown.

## **Wind Ensemble**

*Prerequisite: Previous band experience*

In this course, band literature and instrumental music skills are studied in both classical and contemporary fields. Our focus for the 2024-2025 year will be in Multicultural Studies. The method of study is of a more global nature, integrating instrumental literature with music theory, music history and appreciation, the development of listening skills, drum circles and mindfulness practice. Students must have acquired a proficiency in fingering and technical knowledge of their instrument. Students will be required to perform outside the regular class period. Wind Ensemble and Concert Band join forces on selected literature for concerts. Students in 10th-12th grades should sign up for this ensemble.

## **Honors Wind Ensemble (H)**

*Prerequisite: Previous Band experience*

In conjunction with Wind Ensemble, this course is for Juniors and Seniors who wish to acquire Honors credit. Within this course, band literature and instrumental music skills are studied in both classical and contemporary fields. Our focus for the 2024-2025 year will be in Multicultural Studies. The method of study is of a more global nature, integrating instrumental literature with music theory, music history and appreciation, the development of listening skills, drum circles and mindfulness practice. Students must have acquired a proficiency in fingering and technical knowledge of their instrument. Students will be required to perform outside the regular class period. Those students seeking Honors credit must complete the following requirements in addition to the requirements for Wind Ensemble: prepare and audition for the East Central District Band Clinic, attend an outside clinic for their instrument, and perform for an event in a religious or community institution (school, retirement home, etc.). Wind Ensemble and Concert Band join forces on selected literature for concerts. Students in 10th-12th grades should sign up for this ensemble.

## **Intermediate Strings**

*Prerequisite: Previous string ensemble experience or equivalent*

Class begins at 8:45. A seating audition is required. In this course, strings literature and instrumental music skills are studied in both classical and contemporary fields. The course integrates instrumental literature with music theory, music history and appreciation, and the development of listening skills. Students must have a basic proficiency in fingering and technical knowledge of their instrument. Students will be required to perform outside the regular class period. Please note: to participate in TYO, TYS, or TYP students must be enrolled in Intermediate strings or Honors Intermediate Strings.

## Honors Intermediate Strings (H)

*Prerequisite: Previous string ensemble experience or equivalent*

Class begins at 8:45. A seating audition is required. To receive honors credit, students must participate in the audition for All State Eastern Regional Orchestra (ERO) or at the invitation of the instructor may perform as soloist with the String Ensemble for either the Fall or Spring concert. In this course, strings literature and instrumental music skills are studied in both classical and contemporary fields. The course integrates instrumental literature with music theory, music history and appreciation, and the development of listening skills. Students must have an advanced proficiency in fingering and technical knowledge of their instrument. Students will have the opportunity to work in chamber music settings. Please note: to participate in TYO, TYS, or TYP students must be enrolled in Intermediate strings or Honors Intermediate Strings.

## Curriculum Studies

### Curriculum Assistance

*Prerequisite: Course must be written in the student's Individualized Education Plan.*

This course provides academic support for Curriculum-Assistance students.

### Study Skills and Preparation

*Open only to Tenth Graders*

This course is designed to help students develop strategies and study skills needed to succeed in high school and beyond. Students learn a variety of study techniques such as creating study guides, developing vocabulary study tools, and learning to read for meaning. There will be opportunities for learning and studying individually and in groups.

## Healthful Living

### Healthful Living

Healthful Living, a combination of health and physical education, is a course designed for the teaching and learning of behaviors that contribute to a healthful lifestyle and improved quality of life for high school students. Research continues to show that healthy, active, fit children are better students academically. Students develop the knowledge and skills that empower them to identify and manage health behaviors related to mental health; nutrition/weight management; infectious/chronic diseases; CPR; substance abuse; and reproductive health, to name a few. The physical education component stresses personal fitness, yoga, meditation, dance, and a large variety of team sport activities. This course is mandatory in North Carolina as a graduation requirement.

### 7<sup>th</sup> Period Healthful Living

*You must check the 7<sup>th</sup> period Healthful Living box on your registration form to register for the 7<sup>th</sup> period section* See the course description for Healthful Living. Please pay the tuition of \$550 for this seventh course when you have received confirmation of registration in this course, no later than August 13, 2024.

## Graduation Requirements for Raleigh Charter High School

Mathematics	4 units (at minimum, Math 1/Algebra 1, Math 2/Geometry, Math 3/Algebra 2, and one higher math course)
Science	3 units (Biology, Chemistry, and Environmental Science)
History	4 units (World History, Civic Literacy or AP US Government, US History or AP US History, and Economics & Personal Finance)
English	4 units (English 1, 2, 3, 4)
World Languages	2 units (in the same language including one course beyond the first year)
Healthful Living	1 unit
Electives	4 units
Total	22 units

A unit equals the successful completion of a yearlong course, one semester block course, or two semester-long courses, where each course carries a half credit. **Students take four required courses in Mathematics while in grades 9 through 12 in order to graduate from Raleigh Charter High School.**