

# RaleighCharter HighSchool

www.raleighcharterhs.org

## 2017-2018 Course Selection Guide

### Introduction

Students register for six courses. Certain courses have prerequisites and co-requisites (a co-requisite 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 2017-2018. Students should always provide alternatives on the registration form, especially for electives.

Course types are Standard, Honors, Enriched Honors, or Advanced Placement. In standard courses, an A earns four (4) quality points.

**For the Class of 2018:** 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 five (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 five (5) quality points. Advanced Placement (AP) courses carry the weighted credit of six (6) quality points for the grade of A, in keeping with the much higher demands of a student's time and intellectual commitment.

**For the Classes of 2019, 2020, and 2021:** 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) 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, and 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 10, 2017.

### 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 Cartesian plane, absolute value, inequalities, percentages, and reading and interpreting graphs. Students must be quite familiar with working with fractions and decimals. The purpose of this course is to formalize and extend the mathematics that students learned in the middle grades. This course addresses Algebra, Geometry, Functions, Modeling, and Statistics and Probability. It deepens and extends understanding of linear, exponential, and quadratic relationships. Geometric concepts include formalizing and extending students' experiences to explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Students learn the basic tools to explore univariate and bivariate data. Appropriate technology, including the TI-83+ or TI-84+ graphing calculator, 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 the TI-83+ or TI-84+ 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, series, 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 a graphing calculator. 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.*

### **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.*

### **Advanced Functions and Modeling (H)**

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

Functions and Modeling is a Honors course that provides students an in-depth study of modeling and applying functions in areas from consumer issues to public policy to scientific investigations. A variety of mathematical relationships including trigonometric functions is introduced and explored with an emphasis on applications to real-life problems. The main goal of the course, however, is to enable students to understand trigonometry and functions in order to advance in further studies. The prerequisite expectation is that students will have a grasp of the topics learned in previous courses. The in-class expectation will be that students actively participate in the class discussions and have a desire to supplement their understanding of mathematics.

### **PreCalculus (H)**

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

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 trigonometric relationships among sine, cosine, tangent, and the unit circle will also be introduced. The Law of Sines and the Law of Cosines are discussed within the contextual framework of real-life applications. The crux of the course is in the study of functions. Students will learn the application of functions to model behavior in addition to exploring the concepts of functional limits and derivative, 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 have a desire 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 or permission of the instructor*

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 or permission of the instructor*

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. It begins with the concepts of vectors, matrices, and transformations, continues through vector spaces, bases, and dimension, and concludes with the important matrix decompositions, including eigendecomposition and singular value decomposition, all of which are proved by the students themselves. The course continues with multivariate calculus, including vector operations, partial derivatives, multiple integrals, and vector calculus. At the end, the course discusses systems of linear differential equations with constant coefficients.

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

*Pre- or co-requisite for Seniors: PreCalculus*

*Co-requisite 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 co-requisite: Algebra 2/Math 3*

This is a course in critical thinking. Systems Theory is about systems and how the systems approach has been, can be, and should be applied in the physical, biological, social, and behavioral sciences, as well as technology. Students learn to approach problems in the real world 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, and discussion. *This elective course does not satisfy a graduation requirement in mathematics.*

## **Computer Applications**

*Prerequisite: Algebra 1/Math 1*

This course introduces students to a wide range of computer science topics. Among the topics covered are computer architecture, Internet network protocols, an introduction to programming using a high-level programming language, and the use of a spreadsheet as a programming environment. *This elective course does not satisfy a graduation requirement in mathematics.*

### **Programming for Scientists and Engineers (H)**

*Alternating Years, next planned offering: 2018/19*

*Prerequisite: Algebra 2/Math 3*

*Pre- or co-requisite: PreCalculus*

In this course, students program computers to solve problems of the kind encountered by scientists and engineers. 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 (The behavior of the models is then analyzed as if it were experimental data). The elementary techniques of computer graphics, which do not require any mathematics beyond PreCalculus, are introduced. *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 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 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. There is an emphasis on preparing students to take Advanced Placement Biology in a later year. *Students will take an End-of-Course test in this course.*

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

*Prerequisites: Honors Biology or permission of instructor*

*Co-requisite: Honors Chemistry*

AP Biology is a college-level course designed to challenge students to extend their knowledge of biological theories and processes beyond the level of an introductory science course. Students explore various themes through an in-depth analysis of the following biological topics: science as a process, evolution, energy-transfer, continuity and change, relationship of form to function, regulation, the interdependence of nature and the relationship between science, technology, and society. The class involves lectures, lab experiments, student-led discussions, quizzes, and tests. Students are expected to do extensive careful reading in this course. The course also requires students to work on statistics, writing skills, and making connections between units of study. The course will prepare students to take the AP Biology exam in May.

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

*Prerequisites: Honors Biology, Math 1 or Algebra 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. Students do extensive research, independent study, and laboratory investigations. The curriculum includes inquiry into the following content areas: atomic structure, the structure and properties of matter, chemical reactions, conservation of energy and matter, and the interaction of energy and matter.

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

*Co-requisite: Honors Biology, Algebra 2/ Math 3*

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

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

*Prerequisites: Honors Biology, Honors Chemistry, Honors Algebra 2/Honors Math 3, or permission of instructor*

This course is intended to meet the objectives of the Advanced Placement Chemistry curriculum designed by the College Board. The 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 and perform independent research projects. 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. Students are expected to complete 30-45 minutes of homework per night, including intensive reading assignments. This course is reading- and writing-intensive.

### **Honors Physics (H)**

*Prerequisites: Honors Biology, Honors Chemistry*

*Co-requisite: AFM or PreCalculus*

This introductory Physics course is divided into two sections. *Mechanics* is based on Newton's laws of motion. Students learn to draw force diagrams, calculate the resultant force on an object, and predict the object's motion using five equations of constant acceleration in one and two dimensions. This semester includes an introduction to rotational and simple harmonic motion. *Electromagnetism* introduces the electric and magnetic forces and the optics of electromagnetic waves. 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*

*Co-requisite: PreCalculus*

AP Physics 1, Algebra-Based is the equivalent to a first-semester college course in algebra-based physics. The course covers mechanics (including rotational dynamics and angular momentum); work, energy and power; and mechanical waves and sound. The course also introduces electric circuits and magnetic fields. 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. The course culminates with the Advanced Placement Physics exam in May. This class is designed for highly motivated students with good reading comprehension, good attendance, 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*

*Co-requisite: AP Calculus AB or permission of instructor*

This AP Physics course ordinarily forms the first part of the college sequence that serves as the foundation in physics for students majoring in the physical sciences or engineering. Methods of calculus are used wherever appropriate in formulating physical principles and in applying them to physical problems. The sequence is more intensive and analytic than that in the AP Physics 1 course. Strong emphasis is placed on solving a variety of challenging problems, some requiring calculus. The subject matter of the C course is principally mechanics, and electricity and magnetism, with approximately equal emphasis on these two areas. A combination of labs, discussion, projects and analysis is critical in understanding the topics at this level. Students are expected to complete about forty minutes of homework per night including intensive reading assignments. The course will prepare students to take the AP Physics C exam in May.

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

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

The AP Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science. This rigorous science course 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 class provides students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them. A combination of labs, discussion, projects and analysis is critical in understanding the topics at this level. Students have homework each night, including intensive reading assignments. The course prepares students to take the AP Environmental Science exam in May.

### **Environmental Science with Oceanography (H)**

*Note: This course meets the earth/environmental science requirement for graduation.*

*Prerequisite: Biology*

*Co-requisite: Chemistry*

Following the NC Essential Standards for Environmental Science, this Honors-level course examines the earth/environmental science curriculum through an in-depth study of the ocean. We examine the topics of oceanography by analyzing locations such as the Caribbean, Marianas Islands, Antarctica, Chesapeake Bay, and Australia. For each locale, students learn biology, physics, geology, chemistry, and geography, through marine environments, including the connections of these sciences to current ocean-related environmental issues. 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 geography and geology of ocean basins; chemistry of seawater; physical dynamics of currents, waves, and tides; coastal processes; aquaculture; and the biology of diverse ecosystems such as deep sea vents, coral reefs, and estuaries are some of the topics explored. This course fulfills the earth/environmental science requirement. The course also includes elements of ecology, geology, and meteorology.

### **Oceanography (H)**

*Prerequisite: Biology*

*Co-requisite: Chemistry*

This Honors-level course examines the earth/environmental science curriculum through an in-depth study of the ocean. We examine the topics of oceanography by analyzing locations such as the Caribbean, Marianas Islands, Antarctica, Chesapeake Bay, and Australia. For each locale, students learn biology, physics, geology, chemistry, and geography, through marine environments, including the connections of these sciences to current ocean-related environmental issues. 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 geography and geology of ocean basins; chemistry of seawater; physical dynamics of currents, waves, and tides; coastal processes; aquaculture; and the biology of diverse ecosystems such as deep sea vents, coral reefs, and estuaries are some of the topics explored. The course also includes elements of ecology, geology, and meteorology. While this course does overlap with AP Environmental Science, it is significantly different, and a student may take this course either before or after taking AP Environmental Science.

### **Laboratory Technician**

*Prerequisites: Biology, Chemistry, Environmental Science, permission of instructor. Open to Seniors only.*

Laboratory technicians work with a science teacher assisting in lab preparation. Students must complete an application which can be obtained from Mr. Caudill. Eligible students should have a strong interest and background in science and be able to work independently. Tasks may include ordering supplies, preparing for and cleaning up after labs, maintaining inventory records, assisting students during labs, tutoring at lunch, and collecting samples. Spots are limited, and an application and interview are required.

### **Scientific Research, Literacy, and Skills (H)**

*Prerequisite: Biology and Chemistry*

In this elective course, students will engage in projects and activities designed to increase their scientific awareness and literacy. Students will develop individual research projects and conduct experiments in a variety of science disciplines. Students will read and discuss books and articles covering historical and current issues in science. Students will also hone science skills in communication, lab work, statistical analysis, and literacy through various lessons and projects.

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

*Prerequisite: World History, Civics and Economics*

*Prerequisite or co-requisite: 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 Civics and Economics (H)**

*Prerequisite or co-requisite: World History*

This course is a study of the economic, legal, and political systems of the United States. More specifically, students learn about the roots of the American democratic system, the founding documents, the structures of local, state, and national government, and economics. 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 also 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.*

### **College-Level Civics and Economics (AP-preparatory) (H)**

*Prerequisite: World History*

Motivated sophomores may elect to take this challenging course. The Civics and Economics curriculum mirrors the curriculum for AP US Government and Politics (see description below). In addition to the content and skills that prepare students for the AP United States Government examination in May, the students will address the mechanics of North Carolina state and local government and economics. Students will be expected to do summer reading and work over the breaks. Those students who are interested in this course and who have taken Civics and Economics should register for AP US Government and Politics.

### **Honors American History 1: The Founding Principles (H)**

*Prerequisite: World History*

*Pre- or co-requisite: Civics and Economics*

This course surveys United States history from European exploration through the Reconstruction Era following the Civil War. Students study the political, economic, and social history of early America and trace the intellectual roots of modern America. There is a strong focus on reading and interpreting primary-source material as well as evaluating and discussing historical debates. Students are expected to prepare for class discussion each day. In addition, students are asked to engage in independent research. *In order to meet graduation requirements, this course must be taken in conjunction with Honors American History 2.*

### **Honors American History 2 (H)**

*Prerequisite: American History 1*

This course surveys United States history from the Reconstruction Era to the present. Students study the political, economic, and social history of 19th and 20th-Century America to understand better the role of American expansion and exceptionalism as well as treatments of the American Dream and Outsiders. There is a strong focus on reading and interpreting primary-source material as well as evaluating and discussing historical relevancy. Students are expected to prepare for class discussion each day. In addition, students are asked to engage in independent research that will culminate in a substantial, thesis-driven paper. *In order to meet graduation requirements, this course must be taken in conjunction with Honors American History 1: The Founding Principles.*

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

*Prerequisite: World History, Civics and Economics*

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 will be expected to do summer reading and work over the breaks. Students read challenging material each night. They also complete periodic writing assignments in addition to a major (10-15 pages) 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. This course prepares students to take the AP exam in US History in May. *Students who take AP US History must also take a History or Social Science elective in order to meet graduation requirements.*

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

*Prerequisite: World History, Civics and Economics*

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. In election years, students follow the hoopla and excitement of the campaign. 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 campaign ads. This course prepares students to take the AP exam in US Government and Politics in May. Students will be expected to do summer reading and work over the breaks. *This course satisfies the requirement for a fourth history class for students who complete AP US History.*

### **Human Geography (H)**

*Prerequisite: World History, Civics and Economics Pre- or co-requisite: US History*

This course explores the cultural, economic, and political aspects of contemporary world societies. Topics such as Urban Geography, Global Development, Demographics, Cultural Patterns, and Migration will be analyzed in depth. Students will apply a strong academic background in Human Geography to examine their local, national, and global community. Questions to investigate will include: How are our cities structured, how have they grown over time, and what unique challenges do they face? How do differences in economic development worldwide affect global politics and economics? How do land use patterns as well as population density affect societies of the world? How is globalization of culture balanced with unique local and regional cultures worldwide? What push-pull factors contribute to global, national, and local migration? What challenges and promises are presented by migrations of peoples? To prepare students for collegiate seminars, this course requires students to work individually and in groups on projects and presentations. *This course satisfies the requirement for a fourth history class for students who complete AP US History.*

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

*Prerequisite: World History, Civics and Economics*

*Prerequisite or co-requisite: US History*

This course surveys the political, economic, social, and cultural history of Europe from 1450 to the present. The course surveys subjects such as everyday life and high politics as well as technological developments, artistic, 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. Students are expected to learn, analyze, and retain a large amount of factual information. In addition to class discussions, there are debates, simulations, student presentations, and a variety of writing assignments. This course prepares students to take the AP examination in European History in May. *This course satisfies the requirement for a fourth history class for students who complete AP US History.*

### **Constitutional Issues (H)**

*Prerequisite: World History, Civics and Economics*

*Prerequisite or co-requisite: US History*

In this course, students study the history and principles of the United States Constitution. Students read political philosophy and our nation's founding documents, and they examine the way the Constitution has been interpreted over time using Supreme Court cases. Students also apply what they learn to modern constitutional issues such as the right to privacy, the separation of church and state, the war on terror, immigration, and other controversial issues. Students in this class compete in the state-level (and possibly the National level) *We the People* Competition. Through this competition, they work in small groups and practice their speaking and writing skills. They also conduct mock Supreme Court hearings. *This course satisfies the requirement for a fourth history class for students who complete AP US History.*

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

*Prerequisite: World History, Civics and Economics*

*Co-requisite: Algebra 2 /Math 3*

This AP course introduces students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. 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. *This course satisfies the requirement for a fourth history class for students who complete AP US History.*



# 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 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 will be asked to 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.

## **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 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.

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

This course focuses 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 (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 (H)**

This course focuses on high-quality historical and contemporary literature as well as informational texts selected to improve reading skills and vocabulary, enlarge students' understanding of the possibilities inherent in the English language, and broaden their worldviews. At least one Shakespeare play will be included. Writing assignments will most often focus on 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 to explore the use of effective rhetorical devices that are essential to both private deliberation and responsible public discourse in a democracy. The study of grammar, usage and the conventions of proper English create a foundation from which to examine more closely stylistic choices in the course readings as well as to experiment with in the students' own work. 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 (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.

**Creative Writing: An Introduction to Writing Short Fiction and Poetry (H)**

*\* Alternating Years, next offering: 2017/18*

*Prerequisite: English 2*

This year-long course is devoted to improving students' ability to read and to write short fiction and poetry. Students will have the opportunity to generate an individual portfolio of creative work by the end of each semester. Classroom activities include writing time, reading of both creative and informational work by and about writers, writing exercises, and workshops. Emphasis will be given to exploring ways to find a creative voice and unlocking the blocks that create resistance to expressing it. Class time will also be devoted to helping students see how figurative language, syntax, and diction are the building blocks of successful literary practice. The course will give students first-hand experience with revision and editing as crucial stages in the writing process. Student workshops will require students to share their work with their peers in order to receive and give feedback.

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

**Publications (H)**

In this yearlong course, students gain hands-on experience in aspects of both print-based and electronic publication by serving as writers, editors, photographers, graphic artists, layout designers, and production staff for The Flame (RCHS's newspaper). Students learn to develop a production schedule and meet publication deadlines, collaborating with others and learning how to function as a strong team. Classes generally consist of workshops, but students receive instruction on various aspects of journalism and publication, including feature writing; headline writing; conducting interviews, surveys, and polls; research; photojournalism; layout and design; and advanced software techniques. *NB: This elective does not satisfy a graduation requirement in English.*

**Ways of Being: Representations of Self through Literature, Visual Arts, Music, and Philosophy (H)**

*Alternating Years, next planned offering: 2018/19*

*Prerequisite: English 2*

In this course, students examine the ways various writers, philosophers, and artists have tried to describe the nature of human existence through music, film, painting, fiction, poetry, and other forms of expression. Students write position papers and essays, and the course ends with an extended project that explores connections among the artworks discussed throughout the year. *NB: This elective does not satisfy a graduation requirement in English.*

**Yearbook**

In this course, students explore and practice design through the production of the school annual. 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 learn and are expected to operate equipment such as digital cameras and software such as Adobe Photoshop and Adobe InDesign. Students can take this course for all four years of high school. *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 foreign language should contact the Department of World Languages for a placement assessment. We recommend that students begin their foreign-language study by no later than their sophomore year. Foreign-Language Prerequisites: In order to succeed in the second-year course in a foreign 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.*

## **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**

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 progressive tenses, telling time, giving orders, discussing feelings, making comparisons and referring to habitual actions in the past. Specific topics that the student master in class through a greater emphasis on cooperative and student-centered learning include travel settings such as a hotel and marketplace, talking about health, and describing daily routines and weekend plans. Cultural awareness is expanded with more specific study of the Spanish-speaking world. Students will be required to engage in more challenging discussions in Spanish and English as they use their critical-thinking skills to restate and assess both written texts and recorded passages.

## **Spanish 3 (H)**

This course expands the students' active proficiency to include such functions as commenting on and stating opinions, expressing doubt and improbability and talking about conditions contrary to fact. Cultural issues of the Hispanic world are viewed through different contexts such as the press, media, memoir, and fiction. The students 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)**

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 genre. Fluency in speaking and listening continues to be a focus of in-class time.

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

*Prerequisite: 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. This course may be recommended after Spanish 4, or in certain cases, after Spanish 3.

## **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** (you're hip/connected) **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, Caribbean, South America and French Polynesia. Students will acquire practical linguistic skills needed to communicate effectively in real-life settings.

## **French 2**

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, Caribbean, South America and French Polynesia. Students will continue to acquire practical linguistic skills needed to communicate effectively in real-life settings.

### **French 3 (H)**

**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, how to converse on different topics, how French speakers stay true to their traditions, vacation destinations, travel planning and how to integrate in another culture. 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, Caribbean, South America and French Polynesia. Students will continue to acquire practical linguistic skills needed to communicate effectively in real-life settings.

### **French 4 (H)**

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, Caribbean, South America and French Polynesia. 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: 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 in an intensive and extensive study of advanced grammar 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**

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)**

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)**

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: 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.

## **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 multi-cultural 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*

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 2 or 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 3 or 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 or 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, two-dimensional media, or three-dimensional media. Each student will submit a portfolio in the spring. This course prepares students to take the AP Examination in Studio Art in May.

## **Theatre Arts 1: Introduction to Theatre**

This class offers a general overview of world theatre, 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 theatre. A primary goal of this course is the definition and articulation of "personal aesthetic," through the student's own experiences, interests, values and career objectives. Participants are given opportunity to stretch their imagination, focus creative energy, and work alone and in groups to tell stories and bring characters to life. Students are required to attend outside performances.

## **Theatre Arts 2**

*Prerequisite: Theatre Arts 1 and Permission of the instructor*

Theatre Arts 2 continues the study of improvisation and acting process theory and application. Particular emphasis is given to character development and text analysis. Participants engage in an advanced exploration of theatre history and related styles of acting and design with an emphasis on analysis, research and technical skills. Students demonstrate knowledge, sensitivity, flexibility, and intuition in functioning as a member of an ensemble.

## **Theatre Arts 3 (H)**

*Prerequisite: Theatre Arts 2 and Permission of the instructor*

Theatre Arts 3 (H) Prerequisite: Theatre Arts 2 and Permission of the instructor. This course is a rigorous exploration of improvisation, theatre history and related styles of acting, directing and design. Activities may include the creation of original performance material, the study of period/style acting, reader's theatre, and an in-depth study of classic American plays from the 20th Century. Coursework may require rehearsal and performance outside the regular class schedule. Students attend outside performances, including two fieldtrips to productions at PlayMakers Repertory Company at UNC-Chapel Hill.

## **Drama Production (H)**

*Prerequisite: Theatre Arts 3 and Permission of the instructor*

Drama Production (H) Prerequisite: Theatre Arts 3 and Permission of the instructor Drama Production is a performance-based course designed for highly-motivated, experienced drama students. Participants complete major directing and design projects, and engage in detailed, critical evaluation and focused research. Coursework may include participation in the RCHS winter production and include performances outside the regular class schedule. Students attend performances each grading period, including two fieldtrips to productions at PlayMakers Repertory Company at UNC-Chapel Hill.

## **Chorus**

In this course, choral literature is studied in both classical and contemporary fields. The method of study is of a more global nature, integrating singing and vocal health with music theory, music history and appreciation, and the development of listening skills. No prerequisites are required. Students, however, are required to perform outside the regular class period. Normal practice for the choral curriculum is for entering 9<sup>th</sup> graders to enroll in Chorus.

## **Honors Women's Ensemble (H)**

*Prerequisite: By audition only*

In this course, choral literature for women is studied in both classical and contemporary fields. The method of study is of a more global nature, integrating singing and vocal health with music theory, music history and appreciation, and the development of listening skills. As an honors course, this study is more in depth in both academic content and singing. While no prerequisites are required, it is optimal that the students have choral experience. As an auditioned ensemble, concert dress and performances outside the regular class period are requirements.

## **Honors Mixed Ensemble (H)**

*Prerequisite: By audition only*

In this course, choral literature for mixed voices is studied in both classical and contemporary fields. The method of study is of a more global nature, integrating singing and vocal health with music theory, music history and appreciation, and the development of listening skills. As an honors course, this study is more in depth in both academic content and singing. While no prerequisites are required, it is optimal that the students have choral experience. As an auditioned ensemble, concert dress and performances outside the regular class period are requirements.

## **Intermediate Band**

*Prerequisite: Previous band experience*

In this course, band literature and instrumental music skills are studied in both classical and contemporary fields. The method of study is of a more global nature, integrating instrumental literature with music theory, music history and appreciation, and the development of listening skills. 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.

## **Honors Intermediate Band (H)**

*Prerequisite: Intermediate Band*

In conjunction with Intermediate Band, 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. The method of study is of a more global nature, integrating instrumental literature with music theory, music history and appreciation, and the development of listening skills. 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 Intermediate Band: prepare and audition for the 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.).

## **Intermediate Strings**

*Prerequisite: Previous strings experience*

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 previously acquired a proficiency in fingering and technical knowledge of their instrument. Students will be required to perform outside the regular class period. A seating audition is required.

## **Honors Intermediate Strings (H)**

*Prerequisite: Previous strings experience*

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 previously acquired a proficiency in fingering and technical knowledge of their instrument. Students are expected to participate in all-state auditions and solo/ensemble festivals. Students will have the opportunity to work in chamber music settings and will complete a community performance project. A seating audition is required.

# Curriculum Studies

## Curriculum Assistance

Prerequisite: Course must be written in the student's Individualized Education Plan.  
This course provides the academic support for Curriculum-Assistance students.

## Study Skills and Preparation

*Open only to Tenth Graders*

This course is designed to help students recognize their learning style and use this knowledge to develop 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, dance skills, and 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 10, 2017.

# 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, Civics and Economics, US History 1, and US History 2) <b>OR</b> (World History, C&E, APUSH, and History elective)
English	4 units (English 1, 2, 3, 4)
World Languages	2 units of the same language (including one course beyond the first year)
Healthful Living	1 unit
Electives	4 units
Total	<hr/> 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.

Students take four required courses in History, including two courses in US History **or** AP US History and a Social Studies/History elective in order to graduate from Raleigh Charter High School. For example, students would take World History, Civics and Economics, US History 1, and US History 2 **or** would take World History, Civics and Economics, AP US History, and an elective in Social Studies or History.