

**RICHMOND SENIOR HIGH SCHOOL
RICHMOND NINTH GRADE ACADEMY
2024 - 2025 Curriculum Guide**



Richmond Senior High School

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Rockingham, NC 2837
Principal Jim Butler
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Richmond 9th Gr. Academy

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Hamlet, NC 28345
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Registration Procedures

Students and parents are advised to thoroughly review and select courses based on class prerequisites and course requirements. Once courses are selected, schedule changes will not be made, except in the case of:

- a class in which a student has already taken and received a credit
- a junior or senior taking a dual-enrollment course at RCC **not** on his/her schedule
- a senior with a job who would like to sign up for the School-to-Work program

Students must register for eight classes and four alternates.

Students will then be called to the media center by their homeroom to individually meet with a registrar.

Registrars will answer and address any concerns at this time. The registrar will assist the student in choosing courses. An RCC representative will also be present to assist with dual enrollment class registration.

Graduation Requirements

Students must meet the following requirements to graduate from Richmond Senior High School:

- Earn 28 Course Credits
 - 4 English
 - 4 Math
 - 4 Social Studies
 - 3 Science
 - Health/Pe
 - 12 Electives
- Successfully Complete the North Carolina Standard Course of Study
- Be Proficient in 21st Century Future-Ready Core Curriculum

3-Year Pathway

Based on HB 259, Public School Units (PSUs) shall provide students with an option of an accelerated pathway for graduation in three years of high school, in addition to the typical four years of high school. To graduate early from high school, a student must follow the process for early graduation from high school (SBE policy GRAD-001). Offering the SBE minimum graduation requirements in a three-year pathway takes intentional planning and a commitment from the student in Grade 9. Per legislation, the student graduating at the end of their junior year will not participate in any senior-specific activities. Students choosing to be part of an accelerated pathway must have an accelerated learning plan that both the student and parent/guardian will agree to before Grade 9. Students may withdraw from this pathway prior to completion with written communication to the school from the parent and student.

Students interested in the **3-year graduation pathway** must meet with the counselor. A parent meeting must be scheduled to discuss the course sequence and eligibility requirements.

Grading Scale

In October 2014, the State Board agreed and approved a standard 10-point grading scale to begin with the 2015-2016 school year. This scale does not include “pluses” or “minuses.” There will not be any attempt to retroactively alter grades from prior years.

Richmond County Schools utilizes this scale in Grade 3-12. Under the scale, grades and grade point average calculations will be applied as follows:

A: 90-100	B: 80-89	C: 70-79	D: 60-69	F: <59
4.0	3.0	2.0	1.0	0.0

The North Carolina State Board of Education is committed to helping all students graduate high school prepared for success in college and careers. This recent policy change is in line with this goal, as it will make grading scales more consistent across the state.

Quality Points

The quality points standard will provide an additional **.5** quality point to Honors courses and a **1.0** additional quality point to Advanced Placement/International Baccalaureate courses, community college courses, or four year university/college courses taken in high school. The weighted quality points scale will be applied as follows:

Regular Course	Honors Course	AP/Community College Course
4.0	4.5	5.0

For example, a student who earns an A in an AP course or a community college course would receive a weighted 5.0 grade for that particular course, and a student who earns an A in an Honors course would receive a weighted 4.5 grade.

NOT ALL RCC COURSES ARE WEIGHTED THE SAME

***Refer to the RCC/CCP link on the Richmond Senior High School Website for courses and weights.**

Academic Recognition - Latin Honors

High Academic Achievement is recognized each year in the graduating senior class. Students may earn the Latin Honor designations based on the total weighted GPA from the ninth grade through the first reporting period of the second semester in the senior year.

- **Summa Cum Laude** - 4.7 weighted GPA and above
- **Magna Cum Laude** - 4.5 to 4.69 weighted GPA
- **Cum Laude** - 4.3 to 4.49 weighted GPA

English

ENGLISH I

Grade 9

Prerequisite: None

Course Description: Students in English I explore the ways that audience, purpose, and context shape oral and written communication as well as media and technology. While emphasis is placed on communicating for purposes of personal expression, students also engage in meaningful communication for expressive, expository, argumentative, and literary purposes.

ENGLISH I - HONORS

Grade 9

Recommendation: 80 or higher in 8th grade ELA

Course Description: In addition to meeting the English I requirements, English I Honors explores literature at a deeper level through more challenging and/or complete texts. Additionally, the course further investigates expressive communication.

ENGLISH II

Grade 10

Prerequisite: English I

Course Description: This course involves reading, discussing and writing about both classical and contemporary world literature. Students will examine pieces of world literature in a cultural context to appreciate the diversity and complexity of world issues and to connect global ideas to their own experiences. Students will continue to explore language for expressive, explanatory, critical, argumentative and literary purposes, with an additional focus on informational contexts. The End-of-Course test is mandatory and will require an additional focus on test taking skills.

ENGLISH II-HONORS

Grade 10

Recommendation: 80 or higher in English I-Honors course

Course Description: This course involves reading, discussing and writing about both classical and contemporary world literature. Students will continue to explore language for expressive, explanatory, critical, argumentative, and literary purposes, with an additional focus on informational contexts. This course, moreover, requires students to study more challenging texts, to demonstrate critical thinking in generating thought-provoking questions, and to work as self-directed and reflective learners independently and as leaders and collaborators in groups.

ENGLISH III

Grade 11

Prerequisite: English II

Course Description: This course focuses on United States literature as it reflects social perspective and historical significance by continuing to use language for expressive, expository, argumentative, and literary purposes. Students will have the opportunity to build valuable research skills, and composition will focus on research papers as well as paragraph and short essay development, with an additional focus on informational texts.

ENGLISH III-HONORS

Grade 11

Recommendation: 80 or higher in English II-Honors course

Course Description: This honors course focuses on United States literature as it reflects social perspective and historical significance by continuing to use language for expressive, expository, argumentative, and literary purposes, with an additional focus on informational texts. Students will have the opportunity to build valuable research skills, and composition will focus on research papers as well as paragraph and short essay development. This course requires students to study more challenging texts, to demonstrate critical thinking in generating thought-provoking questions, and to work as self-directed and reflective learners independently and as leaders and collaborators in groups.

ENGLISH III-ADVANCED PLACEMENT (AP English III)**Grade 11****Recommendation: 90 or higher in English II-Honors course**

Course Description: AP Language and Composition is a College Board-certified class which focuses on the reading, analysis, and response to non-fiction works. This class is not a literature class, but instead a class based on argumentation. The ability to define a point and then defend that point is central to success on the AP exam and for the class. Rhetoric, writing, research, and analysis of written works form the backbone of this course. The AP Exam is a required and important aspect of the course, and should not, under any circumstances, be viewed as optional or unimportant. **AP English III requires recommendation from the student's English II teacher.**

ENGLISH IV**Grade 12****Prerequisite: English III**

Course Description: The course involves an in-depth survey of British Literature with special emphasis on understanding literary techniques. Works range from the Middle Ages up through the 20th century, with an emphasis on plays, short stories, and novels. Advanced grammar, composition and vocabulary will be included. Student writing will focus on argumentative and analysis style writing, as well as have the opportunity to build valuable research skills.

ENGLISH IV-HONORS**Grade 12****Recommendation: 80 or higher in English III-Honors course**

Course Description: This honors course requires students to integrate all the language arts skills gained throughout their education. Students continue to explore expressive, expository, argumentative and literary contexts with a focus on British Literature. This course, moreover, provides the opportunity for students to study more challenging texts, to demonstrate critical thinking in generating thought-provoking questions, and to work as self-directed and reflective learners independently and as leaders and collaborators in groups.

ENGLISH IV-ADVANCED PLACEMENT (AP English IV)**Grade 12****Recommendation: 90 or higher in English III-Honors course**

Course Description: Advanced Placement English Literature and Composition is designed as a semester long college level course. The course consists of close reading, discussion and writing about various pieces of literature. Literature will consist of major works as well as poetry and prose passages. Writing will consist of formal and informal essay responses. Please understand that students are required to take Advanced Placement exams and should take this opportunity seriously. Students will also be required to take an instructor made midterm and Final Exam. **AP English IV requires recommendation from the student's English III teacher.**

Math

FOUNDATIONS OF NC MATH 1

Prerequisite: None

Grade 9

Course Description: Foundations of NC Math 1 is a continuation of the mathematical skills and concepts studied in middle school. This course is intended for students who need a stronger, slower mathematical foundation before enrolling in NC Math 1. There will be an emphasis in developing concepts in algebra, functions and numbers, and operations.

NC MATH 1

Prerequisite: None

Grade 9

Course Description: The high school standards in Math 1 lay the foundation that specifies the mathematics that all students should study in order to be college and career ready. The high school Math 1 standards are listed in conceptual categories: Number and Quantity, Algebra, Functions, Modeling, Geometry, Statistics and Probability

NC MATH 2

Grade 10

Prerequisite: Math 1

Course Description: The high school standards in Math 2 specify the mathematics that all students should study in order to be college and career ready. The high school Math 2 standards are listed in conceptual categories: number and quantity, algebra, functions, modeling, geometry, statistics and probability.

NC MATH 2-HONORS

Grade 9, 10

Recommendation: 80 or higher in Math 1

Course Description: The high school standards in Hon. Math 2 specify the mathematics that all students should study in order to be college and career ready with a more challenging approach. The high school Math 2 standards are listed in conceptual categories: number and quantity, algebra, functions, modeling, geometry, statistics and probability.

NC MATH 3

Grade 10, 11

Prerequisite: Math 2

Course Description: The high school standards in Math 3 specify the mathematics that all students should study in order to be college and career ready. The high school Math 3 standards are listed in conceptual categories: number and quantity, algebra, functions, modeling, geometry, statistics and probability.

NC MATH 3-HONORS

Grade 10, 11

Recommendation: 80 or higher in Math 2-Honors course

Course Description: The high school standards in Hon. Math 3 specify the mathematics that all students should study in order to be college and career ready with a more challenging approach. The high school Math 3 standards are listed in conceptual categories: number and quantity, algebra, functions, modeling, geometry, statistics and probability.

NC MATH 4**Grade 11,12****Prerequisite: Math 3**

Course Description: The primary focus of this course is on functions and statistical thinking, continuing the study of algebra, functions, trigonometry and statistical concepts previously experienced in NC Math 1-3. The course is designed to be a capstone to introductory statistical concepts. Additionally, the course intentionally integrates concepts from algebra and functions to demonstrate the close relationship between algebraic reasoning as applied to the characteristics and behaviors of more complex functions. Students will be prepared for college level algebra and statistics or as a bridge to prepare students for Precalculus or other advanced math courses.

NC MATH 4 Honors**Grade 11, 12****Recommendation: 80 or higher in Math 3-Honors course**

Course Description: The primary focus of this course is on functions and statistical thinking, continuing the study of algebra, functions, trigonometry and statistical concepts previously experienced in NC Math 1-3. The course is designed to be a capstone to introductory statistical concepts. Additionally, the course intentionally integrates concepts from algebra and functions to demonstrate the close relationship between algebraic reasoning as applied to the characteristics and behaviors of more complex functions. In many cases, undergraduate students majoring in non-STEM fields will take an entry-level Algebra or Introductory Statistics course. Students will be prepared for college level algebra and statistics or as a bridge to prepare students for Precalculus or other advanced math courses.

Science

EARTH/ENVIRONMENTAL SCIENCE

Prerequisite: None

Grade 9

Course Description: The Earth/Environmental science curriculum focuses on the function of the earth's systems. Emphasis is placed on matter, energy, crystal dynamics, environmental awareness, materials availability and the cycles that circulate energy and materials through the earth system. The areas of inquiry include: energy in the earth system, geochemical cycles, origin and evolution of the earth system, origin and evolution of the universe, predictability of a dynamic earth as well as human interactions with the earth's geologic and environmental system.

EARTH/ENVIRONMENTAL SCIENCE-HONORS

Grade 9

Recommendation: 80 or higher in 8th grade Science and teacher recommendation

Course Description: Honors Earth/Environmental Science is a rigorous curriculum designed to allow highly motivated students to conduct an in-depth study of the Earth and Environmental Sciences. Working independently, students accept greater responsibility for their learning, with results communicated through presentations and formal laboratory reports.

EARTH & ENVIRONMENTAL SCIENCE ADVANCED PLACEMENT **Grade 10, 11, 12**

Recommendation: 90 or higher in Earth & Environmental Honors course

Course Description: The AP® Environmental Science course is designed to be the equivalent of a one-semester, introductory college course in environmental science (The College Board, 2014). The goal of the AP® Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving or preventing them (The College Board, 2013)

BIOLOGY

Prerequisite: None

Grade 10

Course Description: The course content includes life functions, classification tools of the biologist, cell structure, cell functions, animal and plant structure, reproduction and ecology. This course satisfies the requirement for one credit in biology and the entrance requirements for colleges and universities.

BIOLOGY-HONORS

Grade 10

Recommendation: 80 or higher in Earth and Environmental-Honors course

Course Description: The Honors Biology course is a semester long, in-depth study of the major concepts of the living world. The course focuses on: the correlation between structure and function starting at the molecular level and up to the level of organisms, principles of classical and molecular genetics and evolutionary theory, energy transformations within living systems, and interactions between organisms and their environment. Honors Biology is designed for level 4 and 5 students.

BIOLOGY-ADVANCED PLACEMENT

Grade 11, 12

Recommendation: 90 or higher in Biology Honors course

Course Description: AP Biology is a rigorous and demanding course. It is the equivalent of an introductory college biology course. Content will be covered in more depth and greater expectations will be placed on interpretation and analysis of information than previous science courses. Statistical analysis of data and modeling of concepts will be expected. A significant amount of studying and reading must be completed at home to allow time for discussion, labs, and inquiry during class time. The AP Biology curriculum encompasses four "Big Ideas," with essential knowledge and process skills that support each one.

CHEMISTRY-HONORS**Grade 11****Recommendation: 80 or higher in Honors Biology & Honors NC Math 2**

Course Description: This chemistry course thoroughly investigates concepts consisting of states of matter, chemical reactions, descriptive chemistry, atomic/molecular theory, and energy as it pertains to chemical compounds. This course is for students interested in the medical field planning to attend college or a technical institute. Certain laboratory investigations/classroom activities closely parallel college-level work.

CHEMISTRY-ADVANCED PLACEMENT**Grade 12****Prerequisites: 90 or higher in Honors Chemistry**

Course Description: The AP Chemistry course provides students with a foundation to support future advanced coursework in chemistry. Through inquiry-based learning, students develop critical thinking and reasoning skills. Students cultivate their understanding of chemistry and science practices as they explore topics such as: atomic structure, intermolecular forces and bonding, chemical reactions, kinetics, thermodynamics, and equilibrium. Students are provided opportunities to engage in laboratory investigations which are inquiry based.

PHYSICAL SCIENCE**Grade 11, 12****Prerequisite: None**

Course Description: Physical Science is designated to prepare students to continue the study of science in later years. This course will involve topics from both physics and chemistry, including motion, force, energy, waves, electricity, magnets, atomic theory, and periodic table.

ANATOMY AND PHYSIOLOGY**Grade 11, 12****Recommendation: Successful completion of Biology**

Course Description: This course is designed for students who want to take a second year in biology but do not qualify for or elect to take AP Biology. The course includes an in-depth study of human anatomy and physiology. Labs will include an extensive and comprehensive dissection of the cat. This course is recommended for students interested in nursing and medical fields.

ANATOMY AND PHYSIOLOGY-HONORS**Grade 11, 12****Recommendation: 80 or higher in Honors Biology**

Course Description: This course is designed for students who want to take a second year in biology but do not qualify for or elect to take AP biology. The course includes an in-depth study of human anatomy and physiology. Labs will include an extensive and comprehensive dissection of the cat. This course is recommended for students interested in nursing and medical fields.

Social Studies

WORLD HISTORY

Grade 9

Prerequisite: None

Course Description: World History is a survey course that gives students the opportunity to explore recurring themes of human experience common to civilizations around the globe from ancient to contemporary times.

WORLD HISTORY-HONORS

Grade 9

Recommendation: 80 or higher in previous social studies course and teacher recommendation.

Course Description: Honors World History provides the opportunity for advanced work, rigorous study as well as the systematic study of major ideas and concepts found in the study of global history. The course is challenging and requires students to take greater responsibility for their learning by participating in problem-seeking, problem-solving, scholarly and creative processes, critical analysis and application, and reflective thinking.

AMERICAN HISTORY

Grade 10

Prerequisite: None

Course Description: Providing a foundation to understand our nation's past and present, the American History course begins with the end of the French and Indian War in 1763 and continues through the most recent presidential election. This course will explore the overarching themes, trends, and concepts of our nation's history, including the development and evolution of the American system of government, the patterns and impact of migration and immigration, cultural development through the arts and technological innovations, relationships with foreign nations, and the role of both the individual and diverse groups in building the American story.

AMERICAN HISTORY - HONORS

Grade 10

Recommendation: 80 or higher in World History-Honors level course

Course Description: This honors course provides a foundation to understand our nation's past and present. The American History course begins with the end of the French and Indian War in 1763 and continues through the most recent presidential election. This course will explore the themes, trends, and concepts of our nation's history, including the development of the American system of government, the patterns and impact of migration and immigration, cultural development through the arts and technological innovations, relationships with foreign nations, and the role of both the individual and diverse groups in building the American story.

FOUNDING PRINCIPLES OF THE US AND NC: CIVIC LITERACY

Grade 11

Prerequisite: None

Course Description: The course will provide students the opportunity to engage in intensive application of the skills, concepts, processes, and knowledge gained in previous social studies courses and prepare them to be college, career, and civic ready. Students will explore the content through the following lenses: inquiry; behavioral sciences; civics and government; economics; geography; and history.

FOUNDING PRINCIPLES OF THE US AND NC: CIVIC LITERACY - HONORS Grade 11

Recommendation: An 80 or higher in American History Honors

Course Description: The course will provide students the opportunity to engage in intensive application of the skills, concepts, processes, and knowledge gained in previous social studies courses and prepare them to be college, career, and civic ready. Students will explore the content through the following lenses: inquiry; behavioral sciences; civics and government; economics; geography; and history. Honors level students will be expected to write and study sociology concepts on a deeper level.

ECONOMICS AND PERSONAL FINANCE

Grade 12

Prerequisite: None

Course Description: The Economics and Personal Finance (EPF) course is intended to be a study of economics, personal finance, income and education, money management, critical consumerism, and financial planning. This course has been legislated by N.C. Session Law 2019-82, House Bill 924. Mastery of the standards and objectives of this course will inform and nurture responsible, participatory citizens who are competent and committed to responsible money management and financial literacy. This course is a graduation requirement for students who begin their freshman year in the 2020-2021 academic year or beyond.

ECONOMICS AND PERSONAL FINANCE - HONORS

Grade 12

Recommendation: Students will be expected to write and study sociology concepts on a deeper level.

Course Description: The Economics and Personal Finance (EPF) course is intended to be a study of economics, personal finance, income and education, money management, critical consumerism, and financial planning. This course has been legislated by N.C. Session Law 2019-82, House Bill 924. Mastery of the standards and objectives of this course will inform and nurture responsible, participatory citizens who are competent and committed to responsible money management and financial literacy. This course is a graduation requirement for students who begin their freshman year in the 2020-2021 academic year or beyond. Honors level students will be expected to write and study sociology concepts on a deeper level.

UNITED STATES HISTORY-ADVANCED PLACEMENT

Grade 10, 11, 12

Recommendation: An 90 or higher in previous social studies honors course

Course Description: This course traces United States history from pre-Columbian times until the present with an emphasis on the social, cultural, economic, and political forces shaping the American scene. Students should be highly motivated and possess superior writing skills. Each student is required to take the Advanced Placement examination which is administered in May.

U. S. GOVERNMENT/POLITICS-ADVANCED PLACEMENT

Grade 11, 12

Recommendation: An 90 or higher in previous honors level course

Course Description: This course involves the study of democratic ideas, balance of powers, and tension between the practical and ideal in national policy making. Students analyze and discuss the importance of various constitutional principles, rights and procedures, institutions, and political processes that impact us as citizens. Students will be expected to complete outside reading and vocabulary before class meetings. Students should expect to read and study a chapter a week from the textbook. Students will complete detailed Main Idea Logs for each chapter. Students will read, analyze and be able to discuss nine foundational documents, including the United States Constitution and fifteen landmark Supreme Court Cases. There will be a heavy emphasis on writing, analyzing primary source documents and content vocabulary. Students should be highly motivated and possess superior writing skills. Each student is required to take the Advanced Placement examination in May.

EUROPEAN HISTORY- ADVANCED PLACEMENT

Grade 11, 12

Recommendation: An 90 or higher in previous honors level history course

Course Description: This course focuses on developing students' understanding of European history from approximately 1450 to the present. The course has students investigate the content of European history for significant events, individuals, developments and processes in four historical periods and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning and argumentation) employed by historians when they study the past.

HUMAN GEOGRAPHY-ADVANCED PLACEMENT

Grade 10, 11, 12

Recommendation: A 90 or higher in previous honors level history course

Course Description: AP Human Geography is an introductory college course in human geography. The purpose of the course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of the earth's surface. Students should be highly motivated and possess superior writing skills. AP students will be required to take the Advanced Placement Exam in Human Geography in May.

PSYCHOLOGY: ADVANCED PLACEMENT

Grade 11, 12

Recommendation: 90 or higher in Honors Biology

Course Description: AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. They also learn about the ethics and methods psychologists use in their science and practice. Psychology involves a great deal of neuroscience and a basic knowledge of those scientific principles will help students to be more successful in this course. Students in this class will have a substantial amount of outside work. They will also be expected to complete several projects. These projects are sometimes group projects and other times they are individual.

SOCIOLOGY

Grades 10, 11, 12

Prerequisite: None

Course Description: This course concentrates on the systematic study of human society and human interaction. Using observation, the scientific method, and cross-cultural examination, students will discover how patterns of behavior develop, culture is learned, and social predictions are made. They will analyze human behavior in terms of conformity and deviance, human relationships in terms of inequality and stratification, and the changing nature of society and the collective responses to change.

SOCIOLOGY - HONORS

Grades 10, 11, 12

Recommendation: Students will be expected to write and study sociology concepts on a deeper level.

Course Description: This course concentrates on the systematic study of human society and human interaction. Using observation, the scientific method, and cross-cultural examination, students will discover how patterns of behavior develop, culture is learned, and social predictions are made. They will analyze human behavior in terms of conformity and deviance, human relationships in terms of inequality and stratification, and the changing nature of society and the collective responses to change. Honors level students will be expected to write and study sociology concepts on a deeper level.

PSYCHOLOGY

Grades 10, 11, 12

Prerequisite: None

Course Description: This course engages students in the understanding, articulation, and dissemination of psychology as a science. Students study human development, learning, motivation, and personality with an emphasis on the empirical examination of behavior and mental processes. They examine the relationship between biology and behavior; how conditioning, learning and cognition affect behavior; and how interaction with others influences thoughts, feelings, perceptions, and behaviors. They analyze human development throughout the lifespan and study human differences and strategies for coping when those differences create dysfunction.

PSYCHOLOGY - HONORS**Grades 10, 11, 12****Recommendation:** Students will be expected to write and study sociology concepts on a deeper level.

Course Description: This course engages students in the understanding, articulation, and dissemination of psychology as a science. Students study human development, learning, motivation, and personality with an emphasis on the empirical examination of behavior and mental processes. They examine the relationship between biology and behavior; how conditioning, learning and cognition affect behavior; and how interaction with others influences thoughts, feelings, perceptions, and behaviors. They analyze human development throughout the lifespan and study human differences and strategies for coping when those differences create dysfunction. Honors level students will be expected to write and study psychology concepts on a deeper level.

AFRICAN-AMERICAN STUDIES**Grades 10, 11, 12****Prerequisite:** None

Course Description: This course is designed to emphasize the significant contributions made by African Americans to the economic, political, social, and cultural development of the United States. Through this course, students discover how African-Americans have always been an integral part of the American experience. African American history is taught within the broader context of United States history.

AFRICAN-AMERICAN STUDIES - HONORS**Grades 10, 11, 12****Recommendation:** Students will be expected to write and study AAS concepts on a deeper level.

Course Description: This course is designed to emphasize the significant contributions made by African Americans to the economic, political, social, and cultural development of the United States. Through this course, students discover how African-Americans have always been an integral part of the American experience. African American history is taught within the broader context of United States history. Honors level students will be expected to write and study psychology concepts on a deeper level.

Special Programs

ANNUAL PRODUCTION HONORS

Grade 9, 10, 11, 12

Prerequisite: Application required with teacher approval

Course Description: Annual Production will handle the production of *The Treasure Chest*. Students enrolled must go through an application process and be approved by the instructor. This course will also be available at Ninth Grade Academy. Move with Media Journalism classes

TEACHER CADET I-HONORS

Grade 9, 10, 11, 12

Prerequisite: Application required with teacher approval

Course Description: The North Carolina Teacher Cadet Program is designed to promote a better understanding and interest in those students wishing to choose a career in education. Many components of the education environment are studied while students are involved in content, application, observations and teaching. Students must provide their own transportation.

TEACHER CADET II-HONORS

Grade 10, 11, 12

Prerequisite: Teacher Cadet I; Application required w/ teacher approval; Must provide transportation

Course Description: Teacher Cadet II will continue the study of the field of education. Students will explore units concerning the organization and management of the school as well as teaching methods. They will also participate in an extended field experience at a local school. Students must provide their own transportation. Students will also receive an early childhood education certification from RCC.

TEACHER CADET III-HONORS

Grade 11, 12

Prerequisite: Teacher Cadet I; Application required w/ teacher approval; Must provide transportation

Course Description: Teacher Cadet II will continue the study of the field of education. Students will explore units concerning the organization and management of the school as well as teaching methods. They will also participate in an extended field experience at a local school. Students must provide their own transportation. Students will also receive an early childhood education certification from RCC.

MEDIA JOURNALISM I

Grade 10

Prerequisite: Grade of 80 or better in 9th Grade English

Course Description: MJ I provides students the opportunity to explore the history of journalism and various careers offered in journalism.

MEDIA JOURNALISM II

Grade 11

Prerequisite: Must have passed MJ I; Second Semester only

Course Description: MJ II concentrates on mastering student skills in radio and television production. Students will develop stories, edit programs, and produce broadcasts on the school radio station.

MEDIA JOURNALISM III HONORS

Grade 12

Prerequisite: Must have passed MJ II with an average of 80 or better; First Semester only

Course Description: MJ III will carry on the management of the school radio station. In addition, MJ III will be responsible for selling ads & organizing *The Treasure Chest* for Annual Production the following semester.

SCHOOL-TO-WORK

Grade 12

Course Description: Students who have a job working at least 7.5 hours per week and have a minimum of 22 credits towards graduation are eligible to take this course. They must meet all student work requirements and will receive a grade at the end of the semester. Students **must** leave school campus during the block assigned for school-to-work although they are not necessarily required to be on their jobsite during that time. Students must complete all required paperwork and have approval from their assigned counselor prior to participating in this course.

EDUCATIONAL INTERN

Grade 12

Prerequisite: Students must have a weighted GPA of 3.0 or higher and will not be considered if he/she was suspended during the current or previous school year. Students must have the teacher he/she would like to intern for to complete the Educational Intern Form.

Course Description: Students will assist the assigned teacher with duties as requested. They must report daily to their assigned teacher and are not allowed to leave campus at any time. Students will not receive a grade or credit for this course.

World Languages

SPANISH I

Grade 9, 10, 11, 12

Prerequisite: None

Course Description: Spanish I will introduce students to Hispanic culture and language. There is emphasis on speaking, listening, writing and reading skills. Two levels of the same language are prerequisites for any student planning to attend a four-year college. Grammar is integrated throughout the course and is selected according to the language conventions (functions). Vocabulary development and organizational skills are essential to the success of the student, which will require significant additional time beyond the class setting. Students must demonstrate the ability to interpret what they hear and read. They must also develop skills in interpersonal communication, as well as present information in writing or speech.

SPANISH II

Grade 10, 11, 12

Prerequisite: Spanish I

listening, speaking, reading, and writing skills. A strong foundation in Spanish I and in one's own first language (typically English) is vital for success in Spanish II. Students in this course are able to use the language to interact on issues of everyday life in the present time and past time, inside and outside of the classroom setting. They compose related sentences which narrate, describe, compare, and summarize familiar topics from the target culture. Focus is placed on understanding main ideas in simple texts. Students develop a better understanding of the similarities and differences between cultures and languages. Vocabulary development and organizational skills are essential to the success of the student, which will require significant additional time beyond the class setting. Two levels of the same language are prerequisites for any student planning to attend a four-year college. Integration of other disciplines is ongoing throughout the course.

SPANISH HERITAGE I

Grade 9, 10,11,12

Prerequisite: None

Course Description: This course is designed specifically for native or heritage speakers of the Spanish language who already have some oral language proficiency. The purpose of this course is to enable students to develop, maintain, and enhance their proficiency in the heritage language by providing them the opportunity to listen, speak, read, and write in a variety of contexts and for a variety of audiences, including the family, school, and the immediate community. The course will allow students to explore the cultures that use the heritage language, including their own, and it will enable students to gain a better understanding of the nature of their own language as well as other languages to be acquired.

SPANISH HERITAGE II Honors

Grade 10,11,12

Prerequisite: Spanish for Heritage Speakers Level I

Course Description: Students enrolled in this course have either successfully completed a Heritage Language Level I course at the or high school level or have placed out of Level I due to previous language study and/or established proficiency. This course is designed specifically for native or heritage speakers of a language other than English who already have some oral language proficiency. This course provides students with additional opportunities to expand their listening, speaking, reading, and writing skills as they create with the language and access various materials (short literary texts, authentic materials, technical manuals and other media) on generally familiar topics. Students satisfy limited communication and social interaction demands, as well as initiate and maintain face-to-face communication. They identify main idea(s) and some details in discussions, presentations, and written texts within a cultural context.

FRENCH I

Grade levels 10,11,12

Prerequisite: None

Course Description: This course is an introduction to the study of French and its culture. Students perform the most basic functions of the language and become familiar with some elements of its culture. The emphasis is placed on the development of the four skills of listening, speaking, reading, and writing within a given context extending outside of the classroom setting when possible. The content focuses on the students' lives and experiences and includes an exposure to everyday customs and lifestyles. Grammar is integrated throughout the course and is selected according to the language conventions (functions). A general introduction to the culture, its products (e.g., literature, laws, foods, games), perspectives (e.g., attitudes, values, beliefs), and practices (patterns of social interaction) is integrated throughout the course.

FRENCH II

Grade levels 10, 11,12

Prerequisite: French I

Course Description:. This course provides students with opportunities to continue the development of their listening, speaking, reading, and writing skills. Students participate in short conversational situations by combining and recombining learned elements of the language orally and in writing. They can satisfy basic survival needs and interact on issues of everyday life in the present time and past time, inside and outside of the classroom setting. They compose related sentences which narrate, describe, compare, and summarize familiar topics from the target culture. Focus is placed on understanding main ideas in simple texts. Students develop a better understanding of the similarities and differences between cultures and languages.

Fine Arts

BEGINNING ART I

Grade 9, 10, 11

Prerequisite: None

Course Description: This course begins with a general overview of the elements and principles of design. The students will begin units of study in various areas of art, which include history and techniques. These areas of concentration are drawing, painting, sculpture, and printmaking.

INTERMEDIATE ART II

Grade 10, 11, 12

Prerequisite: Beginning Art I

Course Description: This course emphasizes concentration in a particular medium with study of the history of that medium and the various techniques it employs. Areas to choose from are ceramics, printmaking, sculpture, drawing, and painting.

PROFICIENT VISUAL ART III-Honors

Grade 11, 12

Prerequisite: Intermediate Art II

Course Description: It is an advanced level course in drawing and painting with an emphasis on developing a greater depth of understanding of art and application of the Elements of Art and Principles of Design to their work in a variety of media. Studio experiences include drawing, painting, sculpting and printmaking. Students must keep a sketchbook.

ADVANCED ART IV-Honors

Grade 11, 12

Prerequisite: Proficient Visual Art III

Course Description: This course emphasizes concentration in a particular medium and extensive research on the techniques and history of that medium. The medium can be changed halfway through the semester. The student will prepare a portfolio to be used to gain entrance in an art program for post graduate work in art. Students must keep a sketchbook.

AP STUDIO ART DRAWING

Grade 10, 11, 12

Prerequisite: Teacher Recommendation

Course Description: Students will create 24 pieces of art to be submitted and reviewed by the Collegeboard in May. The three sections of the portfolio are concentration, breadth and quality. In the breadth section students will create 12 pieces that are teacher-generated, to demonstrate a variety of concepts and approaches in drawing. In the concentration section students will create a body of work (12 pieces) investigating a strong underlying visual idea in drawing. In the quality section students will analyze their entire body of finished work (24 pieces) and select five pieces that demonstrate mastery of drawing in concept, composition and execution. Those pieces will physically be sent to the Collegeboard to be reviewed in person. The other pieces will be evaluated digitally.

AP STUDIO ART 2-D

Grade 10, 11, 12

Prerequisite: Teacher Recommendation

Course Description: Students will create 24 pieces of art to be submitted and reviewed by the Collegeboard in May. The three sections of the portfolio are concentration, breadth and quality. In the breadth section students will create 12 pieces that are teacher-generated, to demonstrate a variety of concepts and approaches in 2-D design. In the concentration section students will create a body of work (12 pieces) investigating a strong underlying visual idea in 2-D design. In the quality section students will analyze their entire body of finished work (24 pieces) and select five pieces that demonstrate mastery of design in concept, composition and execution. Those pieces will physically be sent to the Collegeboard to be reviewed in person. The other pieces will be evaluated digitally.

AP STUDIO ART 3-D

Grade 10, 11, 12

Prerequisite: Teacher Recommendation

Course Description: Students will create a body of work to be submitted and reviewed by the Collegeboard in May. The three sections of the portfolio are concentration, breadth and quality. In the breadth section students will create eight pieces that are teacher-generated, to demonstrate a variety of concepts and approaches in 3-D design. In the concentration section students will create a body of work investigating a strong underlying visual idea in 3-D design. In the quality section students will analyze their entire body of finished work and select five pieces that demonstrate mastery of three dimensional design in concept, composition and execution. Those pieces will physically be sent to the Collegeboard to be reviewed in person. The other pieces will be evaluated digitally.

ART INDEPENDENT STUDY

Grade 12

Prerequisite: Advanced Art IV

Course Description: This course is available to Seniors who have successfully completed Advanced Art (4) and would like to further their studies in a more concentrated approach. Each student will develop a comprehensive body of work, developing a planned, sustained investigation of a visual idea. Students will present, to the class and teacher, an action plan for the development and completion of their investigation. A total of ten pieces will be created demonstrating a mastery of concept, composition and execution based on the investigation using the artists choice of 2-D and 3-D media.

CONCERT BAND: BEGINNING LEVEL

Grade 9, 10, 11, 12

Prerequisite: None

Course Description: This course is an introductory level class for students with little to no instrumental experience. Students will focus on developing fundamental skills in music literacy, building characteristic tone, and understanding the importance of posture through performances alone and with peers. Participation in some concert band after-school rehearsals and all performances is required.

CONCERT BAND: INTERMEDIATE LEVEL

Grade 9, 10, 11, 12

Prerequisite: Recommendation from middle school band director for promotion or mastery of Concert Band Beginning level or audition for promotion.

Course Description: This course is designed for students who are continuing their instrumental music study. Students will further their understanding of musical concepts through concert repertoire. As a performance-based class, students will further develop their fundamental skills of music literacy, characteristic tone production, terminology, posture, intonation, composition, improvisation and expressive skills through solo and ensemble performance. Participation in concert band after-school rehearsals and performances is required.

PROFICIENT CONCERT BAND-HONORS

Grade 10, 11, 12

Prerequisite: Mastery of the preceding course w/ director approval; Additional fee required

Course Description: This course is focused on building aesthetic awareness and technical ability through both solo and ensemble performance. Students will apply their previously-learned music skills and apply them to a variety of parameters, which include self-analysis of their musical performance in both a solo and ensemble setting, interpretation of music, music theory and music history. Participation in after-school rehearsals and performances is required.

ADVANCED CONCERT BAND-HONORS

Grade 10, 11, 12

Prerequisite: Mastery of the preceding course w/ director approval; Additional fee required

Course Description: This course requires consistent application of technical, expressive & analytical skills in a solo and ensemble performance setting. Students will continue to apply their previously-learned skills and apply them to a variety of parameters. In addition, students will prepare for auditions for college-level ensembles and music departments. Participation in after- school rehearsals and performances is required.

INTERMEDIATE MARCHING BAND

Grade 9, 10, 11, 12

Prerequisite: Mastery of the preceding course w/director approval and attendance of mini-camps, full-band camp and summer rehearsals; Additional fee required

Course Description: This course is designed to give students an opportunity to participate in a fun, exciting, high profile ensemble. Students will develop fundamental skills in both marching and musicianship, utilizing a variety of music styles and performance opportunities. Students who wish to enroll in marching band must be able to perform at an intermediate level, which includes those who wish to be on the color guard, and commit to an extensive rehearsal and performance schedule that occurs outside of the regular school day.

PROFICIENT MARCHING BAND-HONORS

Grade 10, 11, 12

Prerequisite: Mastery of the preceding course w/director approval and attendance of mini-camps, full-band camp and summer rehearsals; Additional fee required

Course Description: This course is designed to give students an opportunity to participate in a fun, exciting, high profile ensemble. Students will further develop fundamental skills in both marching and musicianship, utilizing a variety of music styles and performance opportunities. In addition, students will learn to develop leadership skills through service in leadership positions. Students who wish to enroll in marching band must commit to an extensive rehearsal and performance schedule that occurs outside of the regular school day.

ADVANCED MARCHING BAND-HONORS

Grade 10, 11, 12

Prerequisite: Mastery of the preceding course w/director approval and attendance of mini-camps, full-band camp and summer rehearsals; Additional fee required

Course Description: This course is designed to give students an opportunity to participate in a fun, exciting, high profile ensemble. Students will further develop fundamental skills in both marching and musicianship, utilizing a variety of music styles and performance opportunities. In addition, students will learn to develop leadership skills through service in leadership positions. Students who wish to enroll in marching band must commit to an extensive rehearsal and performance schedule that occurs outside of the regular school day.

BASS CHOIR

Grade 9, 10, 11, 12

Prerequisite: None

Course Description: This fall semester course is open to all students with bass clef-range voices (typically males with changing/changed voices) that enjoy singing and want to grow as a singer. Students will be challenged with singing various styles of two-, three-, and possibly four-part music. The foci of this ensemble will be on breath support, tonal development, expanding range, ear training, and music literacy. The specific needs of the changing or recently changed male voice will be addressed in this course. This is a performance ensemble and will have required concerts. Interested students should see the director, prior to registration, to establish an audition time. Eleventh and twelfth grade students with previous honors chorus credit in this ensemble will be eligible to receive honors credit. *\$10 music fee required.*

TREBLE CHOIR

Grade 9, 10, 11, 12

Prerequisite: None

Course Description: This fall semester course is open to all students with treble-range voices (soprano/alto) that enjoy singing and want to grow as a singer. Students will be challenged with singing various styles of two-, three-, and possibly four-part music. The focus of this ensemble will be on breath support, tonal development, expanding range, ear training, and music literacy. The specific needs of the developing female voice will be addressed in this course. This is a performance ensemble with required concerts. Interested students should see the director, prior to registration, to establish an audition time. Eleventh and twelfth grade students with previous honors chorus credit in this ensemble will be eligible to receive honors credit. *\$10 music fee required.*

CONCERT CHOIR - (INTERMEDIATE)

Grade 9, 10, 11, 12

Prerequisite: One semester of chorus

Course Description: This spring semester course is designed to enable students with prior choral experience to attain a higher level of musicianship and performance within a large ensemble. Emphasis on vocal technique, music theory, and performance skills will help students reach these goals. Students will be challenged with singing various styles of more advanced three- and four-part choral repertoire. This is a performance ensemble and will have required performances. *\$10 music fee required.*

CONCERT CHOIR - PROFICIENT (HONORS)

Grade 9, 10, 11, 12

Prerequisite: One semester of chorus & by audition only

Course Description: This spring semester course is designed to enable students with prior choral experience to attain a higher level of musicianship and performance within a large ensemble. Emphasis on vocal technique, music theory, and performance skills will help students reach these goals. Students will be challenged with singing various styles of more advanced four-part choral repertoire. This is a performance ensemble and will have required performances. *10 music fee required.*

CHAMBER SINGERS – ADVANCED (HONORS)

Grade 10, 11, 12

Prerequisite: Two semesters of chorus & by audition only

Course Description: This spring semester course provides an exciting musical experience for talented singers interested in pushing the envelope of singing and performance within a smaller ensemble. Students will be exposed to a variety of very challenging choral repertoire and a cappella music. Emphasis on more progressive and advanced vocal technique, music theory, and performance skills will help students utilize their musical potential. Performances and tour appearances will be required. Students in this ensemble will receive honors credit. *\$10 music fee required.*

AP MUSIC THEORY

Grade 10, 11, 12

Prerequisite: Ability to read and write musical notation and have basic performance skills with voice or an instrument. Instructor approval required.

Course Description: The AP Music Theory course covers introductory college music theory coursework that covers topics such as musicianship, theory, and musical materials and procedures. Musicianship skills, including dictation and listening skills, sight-singing, and harmony, are an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of tonal music that are heard or presented in a score. Development of aural (listening) skills is a primary objective. Performance is also part of the curriculum through the practice of sight-singing. Notational skills, speed, and fluency with basic materials are emphasized.

JROTC

JROTC LET IA (1st Semester)

Grade 9, 10, 11, 12

JROTC LET IB (2nd Semester)

Grade 9, 10, 11, 12

Prerequisite: None

Course Description: The initial entry semester of the JROTC Program begins during the fall semester, orienting students to the purpose of the Army JROTC Program and to their roles as cadets. It engages students in the practice of basic citizenship customs, traditions and in the exploration of opportunities for non-military and military national service. It provides instruction received in leadership, oral communication, physical fitness, map reading, first aid and leadership labs. This unit also helps cadets make responsible choices about substance use and to prevent substance abuse. In addition, cadets develop proficiency in providing basic first aid. The course provides opportunities to become familiar with the Department of Defense, examining how all branches of the U.S. Armed Forces work together to serve the nation by defending democracy and maintaining peace.

JROTC LET IIA (1st Semester)

Grade 10, 11, 12

JROTC LET IIB (2nd Semester)

Grade 10, 11, 12

Prerequisite: Completion of LET Ia or b

Course Description: Cadets develop global awareness as they compare physical, political, economic, and cultural elements of continents, regions and countries. The course builds upon the basic skills and interest for participation in civic and political life. The primary emphasis for this course is placed on the practical application of the cadet's leadership duties and responsibilities within the cadet battalion. The course is structured to allow cadets to perform their assigned command and staff duties, act as class instructors for selected subjects, as well as receive further instruction to a greater depth of understanding on the subjects presented in earlier LET courses. Additionally, cadets actively engage in the *We The People* curriculum to explore the origins, structure, rights, and responsibilities of the American constitutional government.

JROTC LET IIIA (1st Semester)

Grade 11, 12

JROTC LET IIIB (2nd Semester)

Grade 11, 12

Prerequisite: Completion of LET IA or B and LET IIA or B

Course Description: Cadets compare how those with varied leadership styles approach planning, decision-making, problem solving, negotiation, and supervision. In the Leadership Lab component of this unit, cadets apply leadership skills to drill movements, techniques, and commands as they move from novice to expert. As they progress through the program, cadets extend their learning strategies by taking on the responsibilities for teaching younger cadets and leading activities and teams. Cadets also develop and expand their abilities to resolve conflict and prevent violence. Cadets develop global awareness, as they compare physical, political, economic, and cultural elements of continents, regions and countries. This course actively engages cadets in applying problem solving strategies to current political and social issues. In addition, this unit helps cadets prepare for life after high school, as it focuses on career planning and engages cadets in personal financial planning as they work through the *High School Financial Planning* curriculum.

JROTC LET IIIA Honors (1st Semester)**Grade 11, 12****JROTC LET IIIB Honors (2nd Semester)****Grade 11, 12****Prerequisite: Completion of LET IA or B, LET IIB or B, and Instructor Recommendation**

Course Description: This Honors Course is for juniors and seniors who are key staff officers and company command teams within the JROTC Chain of Command. They will learn problem solving, staff functions, decision making, and organizational leadership principles. Students will provide command and staff functions for all activities within the Raider Battalion Organization. Students will complete an Honors research project that includes a written paper and a verbal presentation and, on occasion, a completed physical project. This class is the future leadership at the highest level of decision making, problem solving, written and verbal communications within the Raider Battalion.

JROTC LET IVA (1st Semester)**Grade 12****JROTC LET IVB (2nd Semester)****Grade 12****Prerequisite: Completion of LET IA or B, LET IIA or B and LET IIIA or B**

Course Description: This course is for seniors who are key leaders in the JROTC Chain of Command. Students will lead a platoon or company within the Raider Battalion Organization as an embedded leader within the lower LET level classes.

JROTC LET IVA Honors (1st Semester)**Grade 12****JROTC LET IVB Honors (2nd Semester)****Grade 12****Prerequisite: Completion of LET Ia or b, LET IIa or b, LET IIIa or b and Instructor Recommendation**

Course Description: This Honors Course is for seniors who are key leaders in the JROTC Chain of Command who will study, practice and teach character development. Students will lead the Raider Battalion Organization in addition to providing command and staff functions for all activities within the JROTC Program. Students will complete an Honors research project that includes a written paper and a verbal presentation and, on occasion, a completed physical project. This is the highest level of decision making, problem solving, written and verbal communications within the Raider Battalion.

JROTC Special Teams (Each Semester)**Grade 10, 11, 12****Prerequisite: LET IA or IB and Instructor Recommendation**

Course Description: This course is designed to allow students to build discipline, teamwork, and leadership abilities while learning special teams skills to the highest level. Students will learn values – Loyalty, Duty, Respect, Selfless Service, Honor, Integrity, and Personal Courage – while putting individual and small unit skills to action. Students will represent the Raider Battalion and RSHS in the local community and region in a precise and disciplined fashion while participating in ceremonies, parades, and competitions in Drill, Color/Honor Guard, and Raider teams.

Physical Education

HEALTH AND PHYSICAL EDUCATION

Grade 9

Prerequisite: None

Course Description: Students must complete this course to satisfy State Board of Education requirements. Focuses include stress management, nutrition/weight management, substance abuse, personal fitness, healthful lifestyles, social wellness, appreciation for diversity and social wellness. Students will complete the North Carolina requirement for high school Healthful Living.

GIRLS STRENGTH AND HEALTH

Grade 9

Prerequisite: None

Course Description: This course is designed for beginners and will emphasize overall fitness and bodybuilding. Other aspects included will be cardiovascular fitness, agility improvement and overall strength. Fitness and strength tests will be administered. This course will complete the North Carolina requirement for high school Healthful Living.

BOYS STRENGTH AND HEALTH

Grade 9

Prerequisite: None

Course Description: This course is designed for beginners and will emphasize overall fitness and bodybuilding. Other aspects included will be cardiovascular fitness, agility improvement and overall strength. Fitness and strength tests will be administered. This course will complete the North Carolina requirement for high school Healthful Living.

GIRLS STRENGTH AND HEALTH-HONORS

Grade 9

Prerequisite: None

Course Description: This course is designed for beginners and will emphasize overall fitness and bodybuilding. Other aspects included will be cardiovascular fitness, agility improvement and overall strength. Fitness and strength tests will be administered. This course will complete the North Carolina requirement for high school Healthful Living. **Students will be required to complete modules independently to earn honors credit. Additionally, they must be enrolled in at least one other honors core class.**

BOYS STRENGTH AND HEALTH-HONORS

Grade 9

Prerequisite: None

Course Description: This course is designed for beginners and will emphasize overall fitness and bodybuilding. Other aspects included will be cardiovascular fitness, agility improvement and overall strength. Fitness and strength tests will be administered. This course will complete the North Carolina requirement for high school Healthful Living. **Students will be required to complete modules independently to earn honors credit. Additionally, they must be enrolled in at least one other honors core class.**

GIRLS PHYSICAL EDUCATION

Grade 10, 11, 12

Prerequisite: None

Course Description: This course will concentrate on individual sports and group fitness, including team sports. Regular knowledge and physical skills tests are administered.

BOYS PHYSICAL EDUCATION

Grade 10, 11, 12

Prerequisite: None

Course Description: This course will concentrate on individual sports and group fitness, including team sports. Regular knowledge and physical skills tests are administered.

GIRLS STRENGTH AND CONDITIONING

Grade 10, 11, 12

Prerequisite: None

Course Description: This course will concentrate on overall fitness and human performance. This will include but is not limited to lifting weights, cardiovascular activities, and interval training. Regular knowledge and physical skills tests are administered.

BOYS STRENGTH AND CONDITIONING

Grade 10, 11, 12

Prerequisite: None

Course Description: This course will concentrate on overall fitness and human performance. This will include but is not limited to lifting weights, cardiovascular activities, and interval training. Regular knowledge and physical skills tests are administered.

GIRLS STRENGTH AND CONDITIONING-HONORS

Grade 10, 11, 12

Prerequisite: 9th Grade Health and Physical Education or Strength and Health

Course Description: This course will concentrate on overall fitness and human performance. This will include but is not limited to lifting weights, cardiovascular activities, and interval training. Regular knowledge and physical skills tests are administered. **Additional assignments are required for honors credit. These assignments include projects and written work.**

BOYS STRENGTH AND CONDITIONING-HONORS

Grade 10, 11, 12

Prerequisite: 9th Grade Health and Physical Education or Strength and Health

Course Description: This course will concentrate on overall fitness and human performance. This will include but is not limited to lifting weights, cardiovascular activities, and interval training. Regular knowledge and physical skills tests are administered. **Additional assignments are required for honors credit. These assignments include projects and written work.**

GIRLS ADVANCED STRENGTH AND CONDITIONING HONORS

Grade 10, 11, 12

Prerequisite: Must have taken weight training before

Course Description: This course is offered 4th block only and is for **athletes** only. This course will concentrate on overall fitness and human performance. This will include but is not limited to lifting weights, cardiovascular activities, and interval training. Regular knowledge and physical skills tests are administered. This class is tailored to athletes and is more rigorous than regular or honors strength and conditioning.

BOYS ADVANCED STRENGTH AND CONDITIONING HONORS

Grade 10, 11, 12

Prerequisite: Must have taken weight training before

Course Description: This course is offered 3rd and 4th block only and is for **athletes** only. This course will concentrate on overall fitness and human performance. This will include but is not limited to lifting weights, cardiovascular activities, and interval training. Regular knowledge and physical skills tests are administered. This class is tailored to athletes and is more rigorous than regular or honors strength and conditioning.

Career and Technical Education

Agriculture Education

** FFA is a national organization of Agricultural Education students. FFA makes a positive difference in the lives of students by developing their potential for premier leadership, personal growth and career success through agricultural education.

ALL Agriculture Education courses have an HONORS OPTION.

AGRISCIENCE APPLICATIONS

Grade 9, 10, 11

Prerequisite: None

Course Description: This course focuses on integrating biological/physical sciences with technology as related to the environment, natural resources, food production, science, and agribusiness. Topics of instruction include agricultural awareness and literacy, employability skills and introduction to all aspects of the total agricultural industry. Work-based learning strategies appropriate for this class include job shadowing.

ORNAMENTAL HORTICULTURE I

Grade 10,11

Prerequisite: Agriscience Applications Recommended

Course Description: This course provides instruction on the broad field of horticulture with emphasis on the scientific and technical knowledge for a career in horticulture. Topics in this course include plant growth and development, plant nutrition, media selection, basic plant identification, pest management, chemical disposal, customer relations, and career opportunities. Work-based learning strategies appropriate for this class include job shadowing.

HORTICULTURE II– HONORS

Grade 10, 11, 12

Prerequisite: Horticulture I

Course Description: This course covers instruction that expands scientific knowledge and skills to include more advanced scientific computations and communication skills needed in the horticulture industry. Topics include greenhouse plant production and management, bedding plant production, watering systems, light effects, basic landscape design, installation and maintenance, lawn and turf grass management, and personal development. Work-based learning strategies appropriate for this class include job shadowing and internship.

Business, Finance, and Marketing Education

****Future Business Leaders of America (FBLA)** inspires and prepares students to become community-minded business leaders in a global society through relevant career preparation and leadership experiences

**** DECA**, the Career and Technical Student Organization for marketing students, complements the class and work experiences by allowing students to develop practical presentation, decision making and leadership skills.

ALL Business Education courses have an HONORS OPTION.

CAREER MANAGEMENT – Honors Option

Grade 9, 10, 11, 12

Prerequisite: None

Aligned Industry Credential: Conover Credential Workplace Readiness

Course Description: This course prepares students to locate, secure, keep, and change careers. Emphasis is placed on self-assessment of characteristics, interests, and values; education and career exploration; evaluation of career information and creation of a career plan. Based on the National Career Development Guidelines, skills learned in this course include, but are not limited to communications, interpersonal skills, problem solving, personal management and teamwork. English language arts are reinforced. Work-based learning strategies appropriate for this course include business/industry field trips, internships, job shadowing and service learning.

BUSINESS ESSENTIALS - Honors Option

Grade 9, 10, 11, 12

Prerequisite: None

Course Description: This course introduces students to topics related to business, finance, management, and marketing to cover business in the global economy, functions of business organization and management, marketing basics, and significance of business financial and risk management.

FINANCIAL PLANNING I – Honors Option

Grade 9, 10, 11, 12

Prerequisite: Business Essentials

Course Description: This course is designed to cover key strategies for wealth building as students learn to evaluate businesses for investment opportunities while incorporating current headlines and trends, financial resources, and stock market simulation. Also students will develop techniques to enhance personal wealth building for a secure financial future. Current technology will be used to acquire information and to complete activities. Throughout the course, students are presented with ethical dilemmas and problem-solving situations for which they must apply academic, team-building and critical-thinking skills.

FINANCIAL PLANNING II – Honors Option

Grade 11, 12

Prerequisite: Financial Planning I

Course Description: Students will further develop the fundamental knowledge and skills acquired in Wealth Building to create a business financial plan; including loans, insurance, taxes, corporate governance, and explore the various risks and returns associated with business activities. Emphasis will be placed on analyzing ethical situations in various aspects of finance in local, national and global business environments. Current technology will be used to acquire information and to complete activities. Throughout the course, students are presented with ethical dilemmas and problem-solving situations for which they must apply academic, team-building and critical-thinking skills.

BUSINESS MANAGEMENT I - Honors Option**Grade 9, 10, 11, 12****Prerequisite: Business Essentials**

Course Description: This course is designed to introduce students to core management concepts. The experience includes how managers plan, organize, staff, and direct the business's resources that enhance the effectiveness of the decision-making process. Also the experience includes students working through ethical dilemmas and problem-solving situations with customer service while academic and critical-thinking skills. English language arts is reinforced. Work-based learning strategies appropriate for this class include job shadowing and internship.

BUSINESS MANAGEMENT II - Honors Option**Grade 10, 11, 12****Prerequisite: Business Management I**

Course Description: This course is designed to enable students to acquire, understand, and appreciate the significance of management to business organizations. Understanding how managers control financial resources, inventory, ensure employee safety, and protect customer data enhances the effectiveness of their decision making. Students will work through ethical dilemmas, practice problem solving, and enhance their teamwork skills. Work-based learning strategies appropriate for this class include job shadowing and internship.

ENTREPRENEURSHIP I - Honors Option**Grade 10, 11, 12****Prerequisite: None****Aligned Industry Credential: Venture Entrepreneurial Expedition**

Course Description: In this course students evaluate the concepts of going into business for themselves and working for or operating a small business. Emphasis is on the exploration of feasible ideas of products/services, research procedures, business financing, marketing strategies and access to resources for starting a small business. Students develop components of a business plan and evaluate startup requirements. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, school-based enterprise and job shadowing.

ENTREPRENEURSHIP II - HONORS**Grade 11, 12****Prerequisite: Entrepreneurship I****Aligned Industry Credential: Venture Entrepreneurial Expedition, Entrepreneurship and Small Business**

Course Description: In this course, students develop an understanding of pertinent decisions to be made after obtaining financing to open a small business. Students acquire in-depth understanding of business regulations, risks, management, and marketing. Students develop a small-business management handbook. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, school-based enterprise and job shadowing.

PROJECT MANAGEMENT I - Honors Option**Grade 10, 11, 12****Prerequisite: None**

Course Description: This course will introduce students to the principles, concepts, and software applications used in the management of projects. Through project-based learning, students will understand how to use the framework of initiating, planning, executing, monitoring and controlling, and closing a project in authentic situations. The core concepts of scope, time, cost, and integration will be examined during this course. Work-based learning strategies appropriate for this class include job shadowing and internship.

PROJECT MANAGEMENT II - HONORS

Grade 11, 12

Prerequisite: Project Management I

Aligned Industry Credential: PMI Project Management Ready Certification

Course Description: This project-based course focuses on the use of information technology to increase the effectiveness and efficiency of project management and integrated enterprise. Students will learn operational strategies for managing advanced technology and innovation as well as how to map the high technology operations environment to business settings. Art, English language arts, and mathematics are reinforced. Work-based learning strategies appropriate for this class include job shadowing and internship.

HOSPITALITY AND TOURISM – Honors Option

Grade 10, 11, 12

Prerequisite: Business Essentials or Marketing or Sports & Entertainment Marketing I.

Aligned Industry Credential: Certified Guest Service Professionals (CGSP)

Course Description: In this course, students acquire understanding of the economic impact and marketing strategies for hospitality and tourism destinations. Emphasis is on destination complexity, customer relations, economics, legal and ethical responsibilities, safety and security, and tourism promotion. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, school-based enterprise, and job shadowing.

MARKETING – Honors Option

Grade 9, 10, 11, 12

Prerequisite: None

Aligned Industry Credential: None

Course Description: This course is designed to introduce students to the dynamic processes and activities in marketing. The experience includes students developing an understanding and skills in the areas of distribution, marketing-information management, market planning, pricing, product/service management, promotion, and selling. Also, students develop an understanding of marketing functions applications and impact on business operations. Work-based learning strategies appropriate include entrepreneurship, school-based enterprise, and job shadowing.

MARKETING APPLICATIONS – Honors Option

Grade 10, 11, 12

Prerequisite: Marketing

Aligned Industry Credential: Customer Service and Sales Certification, Fundamentals Marketing Concepts

Course Description: In this course, students will apply an understanding of marketing functions and impact of the functions on business decisions. Through problem solving and critical thinking, students will apply knowledge and skills in the areas of customer relations, economics, financial analysis, channel management, marketing-information management, marketing planning, products and services management, and selling. Relative opportunities are available for students to use technology to acquire and use marketing information. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, school-based enterprise, and job shadowing.

SALES I – Honors Option

Grade 9, 10, 11, 12

Prerequisite: None

Aligned Industry Credential: None

Course Description: This course teaches students the basic knowledge around the sales profession. Students will explore careers in selling, personal branding, communication skills, customer service, buying behavior, technology, product knowledge, and the selling process.

Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, and job shadowing

SALES II – Honors Option

Grade 10, 11, 12

Prerequisite: Sales I

Aligned Industry Credential: None

Course Description: This course teaches students the art of selling and will build on the content from the MI31 Sales I course. Students will further develop their personal brand and will continue to work on communication and customer service skills in addition to learning about pre- and post-sales activities. Students will use role plays to engage in the selling process and will learn to think on their feet. Work-based learning strategies appropriate include cooperative education, entrepreneurship, internship, and job shadowing

Computer Sciences and Information Technology Education

**Future Business Leaders of America (FBLA) competitive events and SkillsUSA competitive events, community service and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.

ADOBE VISUAL DESIGN I- Honors Option

Grade 9, 10, 11, 12

Prerequisite: None

Aligned Industry Credential: Adobe Certified Associate Photoshop; Adobe Certified Associate Illustrator

Course Description: This course is a project-based course that develops ICT, career, and communication skills in print and graphic design using Adobe tools. This course is aligned to Adobe Photoshop and Illustrator certification. Work-based learning strategies appropriate for this course include business and industry field trips, and cooperative education.

ADOBE VISUAL DESIGN II - Honors Option

Grade 10, 11, 12

Prerequisite: Adobe Visual Design I

Aligned Industry Credential: Adobe Certified Associate InDesign

Course Description: This course is a project-based course that develops ICT, career, and communication skills in print and graphic design using Adobe tools. This course is aligned to InDesign certification. Work-based learning strategies appropriate for this course include business and industry field trips, and cooperative education.

COMPUTER SCIENCE I – Honors Option

Grade 9, 10, 11

Prerequisite: None

Aligned Industry Credential: None

Course Description: Computer Science Principles I is an introductory course intended to familiarize students with the general concepts and thinking practices of computing, computer science, and information science. Students will learn computing concepts through authentic visual and interactive projects using visual programming languages. Students will focus on the "big CS ideas" in creative ways that emphasize conceptual knowledge and thinking practices rather than on programming alone. The big ideas in CSP include computing as a creative activity, abstraction, facilitating knowledge creation through computing, algorithms, problem-solving, the Internet, and the global impact of computing. Emphasis is placed on problem-solving, communication, creativity, and exploring the impacts of computing on how we think, communicate, work, and

play. Work-based learning strategies appropriate for this course include business and industry field trip, entrepreneurial experiences, job shadowing, mentorship, and service learning.

COMPUTER SCIENCE II – Honors Option

Grade 10, 11, 12

Prerequisite: BP41 Computer Science I

Aligned Industry None

Course Description: This is a second level introductory course in computer science (based on The Beauty and Joy of Computing) builds on the foundation of Computer Science Principles I. This course offers a more in-depth examination of the "big CS ideas" including a broad range of foundational topics such as programming, algorithms, the internet, big data, digital privacy and security, and the societal impacts of computing. Emphasis is placed on problem-solving, communication, creativity, and exploring the impacts of computing on how we think, communicate, work, and play. Students will extend their programming skills to include more complex constructs including objects and data abstraction. Work-based learning strategies appropriate for this course include apprenticeships, business and industry field trips, cooperative education, entrepreneurial experiences, internship, job shadowing, mentorship, school based enterprise, and service learning.

DIGITAL DESIGN & ANIMATION I - Honors Option

Grade 10

Prerequisite: None

Course Description: Digital Design and Animation I is an introductory level course focusing on the concepts and tools used by digital artists in a wide variety of creative careers including graphic design, film, and game design. Students work with professional-grade creative software packages to develop 2D and 3D digital graphics and audio/video media. Students use Adobe CC Suite, and digital 3D modeling with 3DS Max to build needed skills for subsequent courses.

DIGITAL DESIGN & ANIMATION II - Honors Option

Grade 10, 11, 12

Prerequisite: Digital Design & Animation I

Aligned Industry Credential: 3ds Max Certified Associate; AutoDesk Certified User Maya

Course Description: Digital Design and Animation II emphasizes the use of industry-standard digital technology and media to help students develop the artistic and technical skills necessary to plan, analyze, and create visual solutions to 21st Century communications problems. Students engage in digital art activities using professional-grade creative software packages to develop complex 2D and 3D digital graphics and audio/video media. Students apply Adobe CC Suite and 3DS Max skills to industry-related activities and projects, mirroring workplace scenarios.

GAME ART DESIGN - Honors Option

Grade 11, 12

Prerequisite: Digital Design and Animation I

Course Description: This course introduces students to techniques used in the electronic game industry. Students will focus on the principles used in game design including mathematical and virtual modeling. Emphasis is placed on areas related to art, history, ethics, plot development, storyboarding, programming, 2D Visual theory, and interactive play technologies.

MICROSOFT WORD AND POWERPOINT – Honors Option

Grade 9, 10, 11, 12

Prerequisite: None

Aligned Industry Credential: Microsoft Office Specialist 2019 or above, Word & PowerPoint

Course Description: Students in Microsoft IT Academies benefit from world-class Microsoft curriculum and software tools to tackle real-world challenges in the classroom environment. In the first part, students will learn to use the newest version of Microsoft Word interface, commands, and features to create, enhance, customize,

share and create complex documents, and publish them. In the second part, students will learn to use the newest version of Microsoft PowerPoint interface, commands, and features to create, enhance, customize and deliver presentations.

Family Consumer Sciences Education

****Family, Career and Community Leaders of America (FCCLA) competitive events and SkillsUSA competitive events, community service and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences.**

ALL FACS Education courses have an HONORS OPTION.

CULINARY ARTS AND HOSPITALITY I - Honors Option

Grade 9, 10, 11,12

Prerequisite: None

Aligned Industry Credential: ANSI-Accredited Food Protection Manager Certification

Course Description: This course is designed to introduce students to the hospitality and food service industry by learning about components of professional practice and building basic knowledge and skills in food preparation, garde manger, baking, and food service operations. The introduction includes students learning food safety, breakfast cookery, salads and sandwiches, quick breads and cookies, and dining room service. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, business and industry field trip, internship, job shadowing, mentorship, school-based enterprise, and service learning

CULINARY ARTS AND HOSPITALITY II Applications- Honors Option

Grade 10, 11, 12

Prerequisite: Culinary Arts and Hospitality I

Aligned Industry Credential: ANSI-Accredited Food Protection Manager Certification

Course Description: This course is designed for students to demonstrate their knowledge and skills in basic food preparation, garde manger, baking and food service operations by planning and executing the program's school-based enterprise. The experience includes students preparing and selling breakfast items, salads and sandwiches, and quick breads and cookies while applying safety, sanitation, and guest service skills. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, business and industry field trip, internship, job shadowing, mentorship, and school-based enterprise.

CULINARY ARTS AND HOSPITALITY III- Honors Option

Grade 11, 12

Prerequisite: Culinary Arts and Hospitality II Applications

Aligned Industry Credential: Certified Fundamental Cook; Pre-professional Assessment and Certification in Culinary Arts; ProStart National Certification of Achievement

Course Description: The course is designed for students to further develop their knowledge and skills through learning about advanced food preparation, garde manger, baking and pastry, and food service operations. The experience includes students learning cooking techniques, food preservation, yeast breads and pastries preparation, human relations management, menu planning, and food service purchasing and receiving. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, business and industry field trip, job shadowing, and mentorship.

CHILD DEVELOPMENT - Honors Option**Grade 10, 11, 12****Prerequisite: None**

Course Description: This course introduces students to responsible nurturing and basic applications of child development theory with children from infancy through age six. Areas of study include parenthood decisions, childcare issues, prenatal development and care as well as development and care of infants, toddlers and children three through six. Emphasis is on responsibilities of parents, readiness for parenting and the influence parents have on children while providing care and guidance. Work-based learning strategies appropriate for this course include business and industry field trip, internship, job shadowing, and service learning.

EARLY CHILDHOOD EDUCATION I - HONORS**Grade 11, 12*****This is a two-credit course****Prerequisite: Students must be 16 by October 1. FE60 Child Development****Aligned Industry Credential: CPR, First Aid, North Carolina Early Childhood Credential (NCECC) Equivalency**

Course Description: This two-credit course prepares students to work with children in early education and child care settings. Areas of study include personal and professional preparation, child development from birth to age 12, techniques and procedures for working with young children, and history, trends and opportunities in this field. An internship makes up 50 percent of instructional time. Due to student participation in internships at early childhood centers that meet NC Child Care General Statute 110-91 Section 8, students must be 16 years of age prior to October 1 to enroll in this course.

FOODS & NUTRITION I - Honors Option**Grade 10, 11****Prerequisite: None****Aligned Industry Credential: ANSI- Accredited Food Handler Certification**

Course Description: This course examines the nutritional needs of the individual. Emphasis is placed on the relationship of diet to health, kitchen and meal management, food preparation and sustainability for a global society, and time and resource management. Work-based learning strategies appropriate for this course include service learning and job shadowing.

*For safety and sanitation reasons, enrollment should not exceed 20 in this course.

FOODS & NUTRITION II - Honors Option**Grade 10, 11, 12****Prerequisite: FN41 Foods I****Aligned Industry Credential: ANSI Approved Food Protection Manager Certification****Pre-Professional Assessment and Certification in Nutrition, Food, and Wellness**

Course Description: In this course, students experience the intersection of nutrition science and food preparation, while building skills for an expanding range of career opportunities. Emphasis is placed on health and social responsibility while improving the way people eat. Students learn how to manage food safety; plan and prepare meals for a variety of consumers and clients; and explore the food system and global cuisines. *For safety and sanitation reasons, enrollment should not exceed 20 in this course. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, entrepreneurship, internship, mentorship, school-based enterprise, service learning and job shadowing.

Health Science Education

****Health Occupations Students of America (HOSA) competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills to authentic experiences.**

ALL Health Science Education courses have an HONORS OPTION.

FOUNDATIONS OF HEALTH SCIENCE - Honors Option

Grade 9, 10

Prerequisite: None

Course Description: This course is designed to assist potential health care workers in their role and function as health team members. Topics include terminology, the history of healthcare, health care agencies, ethics, legal responsibilities, careers, holistic health, human needs, change, cultural awareness, communication, medical math, leadership and career decision making.

HEALTH SCIENCE I – Honors Option

Grade 10, 11

Prerequisite: Foundations of Health Science Recommended

(Recommend 80 or higher in FHS for honors; 85 or higher in previous honors course)

Aligned Industry Credential: First Aid

Course Description: This course focuses on human anatomy, physiology and human body diseases, disorders and biomedical therapies. Students will learn about health care careers within the context of human body systems. Projects, teamwork and demonstrations serve as instructional strategies that reinforce the curriculum content. Biology is recommended as preparation for this course.

HEALTH SCIENCE II – Honors Option

Grade 11, 12

Prerequisite: Health Science I (Recommend 80 or higher in FHS; 85 or higher in previous honors course)

Aligned Industry Credential: CPR/AED; OSHA 10-Hr Industry (Healthcare) Certification; Stop the Bleed

Course Description: This course is designed to help students expand their understanding of financing and trends of health care agencies, fundamentals of wellness, legal and ethical issues, concepts of teamwork as well as effective communication. Students will learn health care skills, including current CPR and first aid training. Work-based learning strategies appropriate for this course include internship, service learning and job shadowing.

FUNDAMENTALS OF GERONTOLOGY – Honors Option

Grade 12

Prerequisite: Health Science II (Recommended for students who will be taking the CNA course or students interested in a nursing career)

Aligned Industry Credential: Nurse Aide I - Geriatric Aide Endorsement

***Students who are listed on the North Carolina Nurse Aide Registry and successfully complete Fundamentals of Gerontology will receive an endorsement on the Nurse Aide 1 listing. Students who take Fundamentals of Gerontology and later (within two years) become listed on the NC Nurse Aide 1 Registry as a Nurse Aide 1, may receive the NA1 geriatric endorsement from the North Carolina Division of Health Services Regulation (DHSR).**

Course Description: This course can be taken after or while enrolled in the Certified Nursing Assistant program at Richmond Community College. This course is designed to assist future healthcare professionals to understand the unique physical and psychological changes related to aging. Healthcare strategies to meet the

needs of the aging population will be addressed. Work-based learning strategies include internship and service learning. The *NC NAI Geriatric Aide Endorsement* is viewed very positively by the nursing home and home care industries.

Trade and Industrial Education

****North Carolina Technology Student Association (NC TSA) is an essential element of the state's Technology Education Program.**

ALL Technology, Engineering and Design Education courses have an HONORS OPTION.

INTRODUCTION TO TRADE & INDUSTRIAL EDUCATION - Honors Option Grade 9

Prerequisite: None

Aligned Industry Credential: None

Course Description: This course will introduce students to concepts needed for careers in Trade and Industry professions including Advanced Manufacturing, Automotive, Carpentry, Drafting, Fire & EMS, Graphic Design, and Law & Justice. Skill sets specific to Trade and Industry careers will be provided. Key concepts will incorporate problem-solving, design technical communication, modeling, testing, evaluation and implications of technology. Activities associated with the major program areas of Trade and Industrial Education will provide practical applications to enhance student learning.

INTRODUCTION TO GRAPHIC COMMUNICATIONS – Honors Option Grade 9, 10, 11

Prerequisite: None

Aligned Industry Credential: PrintED Introduction to Graphic Communication

Course Description: This course provides students an overall understanding of the printing industry, its major operations, and the fundamental measurement, math, and interpersonal skills needed for a career in the printing industry. The content is theory-based and requires students to learn production-related issues, rather than to demonstrate performance. Work-based learning strategies appropriate for this course include job shadowing.

PRINT ADVERTISING AND DESIGN - Honors Option Grade 11, 12

Prerequisite: Introduction to Graphic Communication

Aligned Industry Credential: PrintED Introduction to Graphic Communication

Course Description: This course covers digital aspects of designing and programming needed in digital printing. Hands-on activities for this course include the use of computer equipment and digital input devices. No presses are required. The course involves the application of creative thinking and development of design problems. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, and job shadowing.

AUTOMOTIVE SERVICES FUNDAMENTALS - Honors Option Grade 10, 11

Prerequisite: None

Aligned Industry Credential: S/P2 Automotive Service Safety; S/P2 Automotive Service Pollution Prevention

Course Description: This course introduces automotive safety, basic automotive terminology, system & component identification, knowledge and introductory skills in hand tools, shop equipment, basic servicing, and use of service information. Also careers and various job opportunities in the automotive repair industry will be

discussed. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements.

AUTOMOTIVE SERVICE I - Honors Option

Grade 10, 11

Prerequisite:Automotive Services Fundamentals

Aligned Industry Credential: Noner

Course Description: This course develops automotive knowledge and skills in performing scheduled automotive maintenance, servicing and basic testing of brakes, electrical systems, drivetrain, engine, HVAC and steering & suspension systems, emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. Work-based learning strategies appropriate for this course include job shadowing. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, and job shadowing.

AUTOMOTIVE SERVICE II HONORS

Grade 11, 12

Prerequisite: Automotive Service I

Aligned Industry Credential: ASE Entry-Level Certification - Maintenance and Light Repair; ASE Entry Level Certification - Brakes

Course Description: This course builds on the knowledge and skills introduced in automotive servicing I and develops advanced knowledge and skills in vehicle system repair and/or replacement of components in the brakes, electrical systems, drivetrain, engine, HVAC and steering & suspension systems, emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, and job shadowing. This course helps prepare students for the Automotive Service Excellence (ASE) certification in Maintenance and Light Repair (MLR- G1).

AUTOMOTIVE SERVICE III HONORS

Grade 12

Prerequisite: Automotive Service II

Aligned Industry Credential: ASE Entry-Level Certification Electrical/Electronics Systems; Auto Maintenance & Light Repair Certification (Test G1)

Course Description: This course builds on the skills and knowledge introduced in Automotive Service I & II. Building advanced automotive skills and knowledge in vehicle servicing, testing, repair, and diagnosis of brakes, electrical systems, drivetrain, engine, HVAC and steering & suspension systems, while emphasizing hands-on experience. As part of the NATEF accreditation, topics are aligned to the Maintenance and Light Repair (MLR) requirements. Work-based learning strategies appropriate for this course include cooperative education, entrepreneurship, internship, and job shadowing. This course helps prepare students for the Automotive Service Excellence (ASE) certification in Maintenance and Light Repair (MLR- G1).

CONSTRUCTION CORE – Honors Option

Grade 9, 10

Prerequisite: None

Aligned Industry Credential: NCCER; OSHA 10-Hour Construction Industry Certification

Course Description: This course covers the National Center for Construction Education and Research (NCCER) Core certification modules required for all of the NCCER curriculum-area programs, and an additional Green module. The course content includes: basic safety, introduction to construction math, introduction to hand tools, introduction to power tools, introduction to blueprints, material handling, basic communication skills, and basic employability skills, and “Your Role in the Green Environment.” This course helps prepare students for additional National Center for Construction Education and Research (NCCER) Core certification.

CARPENTRY I - Honors Option**Grade 10, 11, 12****Prerequisite:** Core and Sustainable Construction**Aligned Industry Credential:** NCCER - Carpentry I;

Course Description: This course covers basic carpentry terminology and develops technical aspects of carpentry with emphasis on the development of introductory skills to include orientation to the trade, building materials, fasteners, and adhesives, hand and power tools, reading plans and elevations, introduction to concrete, reinforcing materials, and forms, floor system construction procedures, wall and ceiling framing procedures, and basic stair layout. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include cooperative education, internship, and job shadowing.

*Due to potentially hazardous processes and equipment a maximum enrollment of 20 is recommended.

CARPENTRY II - HONORS**Grade 11, 12****Prerequisite:** IC21 Carpentry I**Aligned Industry Credential:** NCCER-Carpentry II

Course Description: This course builds on skills mastered in Carpentry I and provides an emphasis on roof framing procedures, roofing applications, thermal and moisture protection, windows and exterior doors installation, exterior finishing, and the introduction to weatherization module. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing.

*Due to potentially hazardous processes and equipment a maximum enrollment of 20 is recommended.

CARPENTRY III - HONORS**Grade 12****Prerequisite:** IC22 Carpentry II**Aligned Industry Credential:** NCCER - Carpentry III

Course Description: This course builds on skills mastered in Carpentry II and develops advanced technical aspects of carpentry with the emphasis on commercial drawing, cold-formed steel framing construction methods, drywall installations, drywall finishing procedures, doors and door hardware installation, and windows, door, floor and ceiling trim procedures. English language arts and mathematics are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing.

*Due to potentially hazardous processes and equipment a maximum enrollment of 20 is recommended.

DRAFTING I - HONORS**Grade 9-12****Prerequisite:** None**Aligned Industry Credential:** Autodesk Certified User AutoCAD

Course Description: This course introduces students to the use of simple and complex graphic tools used to communicate and understand ideas, concepts and trends found in the areas of architecture, manufacturing, engineering, science, and mathematics, sketching and computer assisted design (CAD) skills and techniques. Work-based learning strategies appropriate for this course include internship and job shadowing.

DRAFTING II - ARCHITECTURAL - HONORS**Grade 10, 11, 12****Prerequisite:** IC61 Drafting I**Aligned Industry Credential:** Autodesk Certified User Revit

Course Description: This course focuses on the principles, concepts of architectural design, and use of Building Information Modeling (BIM), used in the field of architecture. An emphasis is placed on the use of 3D CAD tools in the design and execution of floor plans, foundation plans, wall sections, and elevation drawings.

An understanding of 3D CAD concepts and terms , and the use of 3D CAD software such as REVIT , are essential to this course, and the required method of producing finished drawings. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing.

DRAFTING II - ENGINEERING - HONORS

Grade 10, 11, 12

Prerequisite: Drafting I

Aligned Industry Credential: Autodesk Certified User Inventor; Certified SolidWorks Associate

Course Description: This course teaches the development of knowledge and advanced skills in Engineering Drafting and Design. An understanding of 3D CAD concepts and terms, and the use of 3D CAD software such as INVENTOR or SolidWorks, are essential to this course, and the required method of producing finished drawings. Topics include advanced levels of Engineering Drafting and Design, Career Opportunities, Problem Solving, Manufacturing Processes, Parametric- Solid Modeling, Dimensioning and Tolerancing, Working Drawings, and 3D modeling. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing.

PUBLIC SAFETY I- Honors Option

Grade 9, 10, 11

Prerequisite: None

Aligned Industry Credential: FEMA: Law and Public Safety Introductory Competency;

NIMS: IS-100.B, IS-700.A, IS-200.B, IS-800.B

Course Description: This course provides basic career information in public safety including corrections, emergency and fire management, security and protection, law enforcement, and legal services. Additionally, students will develop a personal plan for a career in public safety. The course includes skills in each area, using resources from the community to help deliver instruction to the students. Work-based learning strategies appropriate for this course include job shadowing.

PUBLIC SAFETY II - HONORS

Grade 10, 11, 12

Prerequisite: IP11 Public Safety I

Aligned Industry Credential: Community Emergency Response Team (CERT); NECI 911 Basic Communications

Course Description: This course provides a deeper level of understanding of career information in public safety by focusing on the Community Emergency Response Team (C.E.R.T.) Certification. CERT is a Federal Emergency Management Administration (FEMA) developed certification that incorporates all areas of public safety. Additionally, FEMA ICS300 Intermediate Incident Command System is covered in this course. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing.

LAW AND JUSTICE I - Honors Option

Grade 10, 11, 12

Prerequisite: None

Aligned Industry Credential: National Law Enforcement Certification SPSS

Course Description: Students desiring to pursue a career in Law and Justice will examine the basic concepts of law related to citizens' rights and officers' responsibilities to maintain a safe society. This course begins with a study of various careers in public safety. The course will explore the history and development of law enforcement in the United States. Students will then examine the components of the criminal justice system, including the roles and responsibilities of the police, courts, and corrections. Additionally, students will learn the classification and elements of crimes. Students will receive instruction in critical skill areas including communicating with diverse groups, conflict resolution, the use of force continuum, report writing, operation of police and emergency equipment, and courtroom testimony. Work-based learning strategies appropriate for this course include job shadowing.

LAW AND JUSTICE II - HONORS

Grade 11,12

Prerequisite: IP41 Law and Justice I

Aligned Industry Credential: Certified Protection Officer (CPO)

Course Description: This course emphasizes "need-to-know" information for protection officers throughout the security industry and is aligned to the International Federation of Protection Officers (IFPO) certification as a Certified Protection Officer (CPO). Course content includes: Foundations in Law Enforcement and Protective Services. Communications in Law Enforcement and Protective Services, Protection Officers Functions, Crime Prevention and Physical Security, Safety and Fire Protection, Information Protection, Deviance Crime and Violence, Risk and Threat Management, Procedures in Investigations, Legal Aspects of Security, Procedures for Officer Safety and Use of Force, Procedures for Relations with Others, and AHA First Aid Certification. Apprenticeship and cooperative education are possible for this course.

DRONE TECHNOLOGY I - Honors Option

Grade 11

Prerequisite: English II and must be 16 by end of course

Aligned Industry Credential: CFR 14 Part 107 UAS Remote Pilot Certification; NCDOT NC UAS Operator Permit

Course description: This course is designed to provide students basic information about the drone industry to gain an understanding of careers and skills in this field. FAA 14 CFR part 107 (The Small UAS Rule), officially known as "Part 107 Remote Pilot Certificate" is covered. The Small UAS rule adds a new part 107 to Title 14 Code of Federal Regulations (14 CFR) to allow for routine civil operation of small Unmanned Aircraft Systems (UAS) in the National Airspace System (NAS) and provide safety rules for those operations. This course is also designed for an introduction to basic flight of drones to include manual flight and flight and mapping software. Minimum 16 age requirement for enrollment by the end of the course due to FAA Part 107 U.S. Commercial Drone Pilot Certification testing age requirement. English language arts are reinforced. Work-based learning strategies appropriate for this course include job shadowing.

DRONE TECHNOLOGY II - Honors Option

Grade 12

Prerequisite: ID11 Drone Technology I

Aligned Industry Credential: Esri Drone2Map; NFPA 2400

Course description: This course is designed to provide students, who have their FAA CFR 14 Part 107 (The Small UAS Rule), officially known as "Part 107 Remote Pilot Certificate" the knowledge and skills needed to be a commercial pilot in the Drone Industry. Entrepreneurship, Fleet management, and Drone software are included in this course. Students will fly a variety of mission types to include Construction, Agriculture, Public Safety, Power and Energy, and Cinematography. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing.

ELECTRICAL TRADES I - HONORS

Grade 10, 11, 12

Prerequisite: IC00 Construction Core

Aligned Industry Credential: NCCER - Electrical Trades I

Course Description: This course covers basic electrical trades' terminology and develops technical aspects of electrical trades with emphasis on the development of introductory skills, such as residential wiring, electrical installation, and service. Topics include orientation to the electrical trade, electrical safety, introduction to electrical circuits, electrical theory, introduction to the National Electric Code, device boxes, hand bending techniques, raceways and fittings, and introduction to weatherization.

ELECTRICAL TRADES II - HONORS**Grade 10, 11, 12****Prerequisite:** IC00 Electrical Trades I**Aligned Industry Credential:** NCCER - Electrical Trades II

Course Description: This course builds on skills mastered in Electrical Trades I and provides an introduction to conductors and cables, construction drawings, residential electric services, test equipment usage, alternating current theory, grounding and bonding techniques, motors theory and application, and electric lighting to structures. English language arts, mathematics, and science are reinforced. Work-based learning strategies appropriate for this course include apprenticeship, cooperative education, internship, and job shadowing. This course helps prepare students for National Center for Construction Education and Research (NCCER)

FIREFIGHTER TECHNOLOGY I - Honors Option**Grade 10, 11, 12****Prerequisite:** None**Aligned Industry Credential:** NCOSFM - Firefighter Technology I

Course Description: This course covers part of the NC Firefighter certification modules required for all firefighters in North Carolina. The modules include: Orientation and Safety; Health and Wellness; Fire Behavior; Personal Protective Equipment; Fire Hose, Streams, and Appliances; Portable Extinguishers; Foam Fire Streams; and Emergency Medical. Work-based learning strategies appropriate for this course including job shadowing. Apprenticeship and cooperative education are not available for this course. This course prepares students for the North Carolina Firefighter I/II certification modules.

FIREFIGHTER TECHNOLOGY II - Honors Option**Grade 11,12****Prerequisite:** IP31 Firefighter Technology I**Aligned Industry Credential:** NCOSFM - Firefighter Technology II

Course Description: This course covers additional NC Firefighter certification modules required for all firefighters in North Carolina. The modules include: Building Construction; Ropes; Alarms and Communications; Forcible Entry; Ladders; Ventilation; and Loss Control. Work-based learning strategies appropriate for this course include cooperative education, internship, and job shadowing.

FIREFIGHTER TECHNOLOGY III - HONORS**Grade 11, 12****Prerequisite:** IP32 Fire Fighter Technology II**Aligned Industry Credential:** NCOSFM - Firefighter Technology III

Course Description: This course covers part of the NC Firefighter certification modules required for all firefighters in North Carolina. The modules include: Rescue, Fire Detection & Suppression Systems, Fire and Life Safety Initiatives, Mayday, HM Ops, and TIMS. This course prepares students for the North Carolina firefighter certification modules. SkillsUSA competitive events, community service, and leadership activities provide the opportunity to apply essential standards and workplace readiness skills through authentic experiences

Work-Based Learning Opportunities

CTE INTERNSHIP - Honors Option

Grade 12

Prerequisite: CTE Pathway Completion

Course Description: A CTE Internship allows for additional development of career and technical competencies within a general career field. Internships allow students to observe and participate in daily operations, develop direct contact with job personnel, ask questions about particular careers, and perform certain job tasks. This activity is exploratory and allows the student to get hands-on experience in a number of related activities. The teacher, student, and the business community jointly plan the organization, implementation, and evaluation of an internship, regardless of whether it is an unpaid or paid internship.

CTE APPRENTICESHIP/PRE-APPRENTICESHIP - HONORS

Grade 12

Prerequisite: CTE Pathway Completion

Course Description: Students who participate in apprenticeships or pre-apprenticeships through the North Carolina Department of Commerce can also earn CTE credit while they earn hours and experience toward an adult apprenticeship leading to a completed journeyman certificate.

Credit Recovery

CREDIT RECOVERY

Grade 9, 10, 11, 12

Richmond Senior High School/Ninth Grade Academy offers retrieval opportunities to those students that need to retake credits in order to graduate. The courses are taught in regular classrooms and in our web-based learning lab both during school and after school (5th Block). There is no cost for these opportunities. Hours of retrieval will vary for each student based on subject mastery. A grade of P will be earned for retrieved credits when the materials have been successfully completed. A course of study will be developed based on the results of a pre-test taken on the first day of class. The student's counselor will assign credit recovery as needed.

Career and College Promise at Richmond Community College

Career & College Promise ("CCP") is North Carolina's dual enrollment program for high school students. This program allows eligible NC high school students to enroll in college classes at North Carolina community colleges and universities through their high school. Students who successfully complete college courses earn both high school and college credit. In many cases, students can also earn dual credit - meeting high school graduation requirements with college courses. Richmond Community College and Richmond Senior High School work together to provide this opportunity for high school students.

Richmond Community College will provide a College and Career Promise Parent Night in addition to a mandatory orientation for RSHS students on the RCC campus.

Students who take courses through RCC will be in classes with college-age students and expected to submit college level work. Students must meet and agree to certain criteria to participate in the Career and College Promise Program. For more detailed information regarding CCP, refer to the link on the RSHS website (Career and College Promise).

Exceptional Children

Graduation Requirements

Students must meet the following requirements to graduate from Richmond Senior High School:

- 1) Earn 28 Course Credits
 - 2) Successfully Complete the North Carolina Standard Course of Study
 - 3) Be Proficient in 21st Century Future-Ready Core Curriculum (Four Course Connector)
- *Unless enrolled in the Occupational Course of Study or Extended Content Standard

NC OCCUPATIONAL COURSE OF STUDY

(Selected students with an Individualized Education Program (IEP).

CONTENT AREA	Future Ready - NC OCCUPATIONAL COURSE OF STUDY REQUIREMENTS
English 4 Credits	English I, II, III, IV (English II by Grade 10)
Mathematics 3 Credits	Introduction to Math I, Math I, Financial Mgt.
Science 2 Credits	Applied Science and Biology
Social Studies 2 Credits	American History I and American History II *For students entering 9th grade in 2017/2018: American History: Founding Principles, Civics and Economics and one other history credit
Health & Physical Education 1 Credit	Health/Physical Education
Other Requirements 6 Credits	Occupational Preparation: Prep I, II, III, and IV Career Portfolio and completion of IEP objectives
Career Technical Education (CTE) 4 Credits	Career Technical Education electives (can include 4 JROTC credits)
Arts Education (Dance, Music, Theatre, & Visual Arts)	At least one credit recommended but not required. Second Language Not required
Vocational Training Hours Requirement	Required: Completion of... For students entering Grade 9 in the 2014-2015 School Year or after: <ul style="list-style-type: none"> · 150 hours of School Based Training · 225 hours of Community Based Training · 225 hours of paid competitive employment (or Unpaid Vocational Training, etc. if paid options are exhausted)
	22 Credits

CAREER & TECHNICAL EDUCATION (CTE) PATHWAYS

To earn a CTE concentration for graduation, students must choose at least one of the following career pathways. In order to complete the career pathway, students must take the two or three courses listed in the career pathway. For a student to earn a career pathway major one of the pathway major courses must be completed. Students may also take courses from supplementary courses.

Agriculture Food & Natural Resources

Plant Systems

AP41 Horticulture I
AP42 Horticulture II

Sales

Sales I
Sales II

Architecture & Construction

Carpentry

IC00 Construction Core
IC21 Carpentry I
IC22 Carpentry II

Drafting Architectural

Drafting I
Drafting II

Electrical Trades

Core Construction
Electrical Trades I
Electrical Trades II

General Management

Business Essentials
Business Management I
Business Management II

Project Management

Project Management I
Project Management II

Finance

Financial Securities and Investments

Business Essentials
Financial Planning I
Financial Planning II

Arts, Audio/Video Technology & Communications

Adobe Academy

Adobe Visual Design I
Adobe Visual Design II

Digital Design and Animation

Digital Design and Animation I
Digital Design and Animation II

Game Art Design

Digital Design and Animation I
Game Art Design

Print Graphics

Intro Graphic Communications
Print Advertise Design

Health Science

Healthcare Professional

Health Science I
Health Science II

Hospitality & Tourism

Culinary Arts Applications

Culinary Arts & Hospitality I
Culinary Arts & Hospitality II Applications
Culinary Arts & Hospitality III

Travel & Tourism

Marketing
Hospitality and Tourism or
Business Essentials
Hospitality and Tourism

Business Management & Administration

Entrepreneurship

Entrepreneurship I
Entrepreneurship II

Human Services

Early Childhood Development & Services

Child Development
Early Childhood Education I (2 credits)

Food & Nutrition

Food and Nutrition I
Food and Nutrition II

Information Technology

Computer Science

Computer Science I
Computer Science II

Law, Public Safety, Corrections, and Security

Firefighter Technology

Firefighter Technology I
Firefighter Technology II

Law & Justice

Law & Justice I
Law & Justice II

Public Safety

Public Safety I
Public Safety II

Marketing

Marketing Management

Marketing
Marketing Applications

Science Technology Engineering & Mathematics

Drafting Engineering

Drafting I
Drafting II Engineering

Automotive Services

Automotive Service Fundamentals
Automotive Service I
Automotive Service II

Transportation & Logistics

Automotive Services

Automotive Service Fundamentals
Automotive Service Fundamentals
Automotive Service I
Automotive Service II

Drone Technology

Drone Technology I
Drone Technology II

Career Pathway Major

CTE Internship
CTE Apprenticeship
Carpentry III (Carpentry)
Drafting III (Drafting Architectural)
Fundamentals of Gerontology (Healthcare Professional)
Public Health Fundamentals (Healthcare Professional)
Culinary Arts & Hospitality IV (Culinary Arts Applications)
Early Childhood Education II (Early Childhood Development & Services)
Firefighter III (Firefighter Technology)
Drafting III Engineering (Drafting Engineering)
Automotive Service III (Automotive Services)

Supplemental Employability/Technical Skills

Agriscience Applications
Career Management
Foundations of Health Science
Microsoft Word and PowerPoint
Introduction to Trade & Industrial Education

Non-CTE Pathways

JROTC (Any two)

JROTC-Let Ia
JROTC-Let Ib
JROTC-Let IIa
JROTC-Let IIb
JROTC-Let IIIa
JROTC-Let IIIb
JROTC-Let IVa
JROTC-Let IVb

Arts (Any two)

Beg. Art I
Intermed. Art II
Prof. Art III-H
Adv. Art IV-H
AP Studio Art
Beginning Band
Intermed. Band
Prof. Band -H
Adv. Band-H
Intermed. March Band
Prof. March Band-H
Adv. March. Band-H
Intermed. Chorus (Women)
Intermed. Chorus (Men)
Proficient Concert Choir (Fall)
Proficient Concert Choir (Spring)
Advanced Choir Vocal Ensemble
Advanced Choir (Women)

Media & Journalism (Any two)

Media & Journalism I
Media & Journalism II
Media & Journalism III-H
Annual Production HN

(Any two)

Advanced Placement (Any 2 that do not take the place of the student's core course for that subject).

RCC (Any 2 that do not take the place of the student's core course for that subject)

Graduation Checklist (% 2025)

(This check-off sheet is designed to ensure that all requirements for high school graduation are met.)

English – 4 credits

- ☐ English I
- ☐ English II
- ☐ English III
- ☐ English IV

Mathematics – 4 credits

- ☐ Math I – 8th or
- ☐ Math I
- ☐ Math II
- ☐ Math III
- ☐ 4th Math (Math IV, RCC, CTE, CCRG)

Science – 3 credits

- ☐ Earth/Environmental Science
- ☐ Biology
- ☐ Physical Science (PS/Chem/Physics)

Social Studies – 4 credits

- ☐ World History
- ☐ Am History or ☐ AP US History
- ☐ Civics or ☐ AP Government
- ☐ Economics/Personal Finance

Health & Physical Education – 1 credit

- ☐ Health/PE or
- ☐ Health and ☐ PE

Total Credits: _____

Name: _____

Homeroom: _____

Pathway(s): _____

Electives – 12 credits

- ☐ 1st Elective: _____
- ☐ 2nd Elective: _____
- ☐ 3rd Elective: _____
- ☐ 4th Elective: _____
- ☐ 5th Elective: _____
- ☐ 6th Elective: _____
- ☐ 7th Elective: _____
- ☐ 8th Elective: _____
- ☐ 9th Elective: _____
- ☐ 10th Elective: _____
- ☐ 11th Elective (FL): _____
- ☐ 12th Elective (FL): _____

Pathway Courses

☐ Pathway complete

Additional Electives

Graduation Checklist (% 2026)

(This check-off sheet is designed to ensure that all requirements for high school graduation are met.)

English – 4 credits

- ☐ English I
- ☐ English II
- ☐ English III
- ☐ English IV

Mathematics – 4 credits

- ☐ Math I – 8th
- ☐ Fdns Math I
- ☐ Math I
- ☐ Math II
- ☐ Math III
- ☐ 4th Math (Math IV, RCC, CTE, CCRG)

Science – 3 credits

- ☐ Earth/Environmental Science
- ☐ Biology
- ☐ Physical Science (PS/Chem/Physics)

Social Studies – 4 credits

- ☐ World History
- ☐ Am History *or* ☐ AP US History
- ☐ Civics *or* ☐ AP Government
- ☐ Economics/Personal Finance

Health & Physical Education – 1 credit

- ☐ Health/PE *or*
- ☐ Health and ☐ PE

Total Credits: _____

Name: _____

Homeroom: _____

Pathway(s): _____

Electives – 12 credits

- ☐ 1st Elective: _____
- ☐ 2nd Elective: _____
- ☐ 3rd Elective: _____
- ☐ 4th Elective: _____
- ☐ 5th Elective: _____
- ☐ 6th Elective: _____
- ☐ 7th Elective: _____
- ☐ 8th Elective: _____
- ☐ 9th Elective: _____
- ☐ 10th Elective: _____
- ☐ 11th Elective (FL): _____
- ☐ 12th Elective (FL): _____

Pathway Courses

☐ **Pathway complete**

Additional Electives

Graduation Checklist (% 2027)

(This check-off sheet is designed to ensure that all requirements for high school graduation are met.)

English – 4 credits

- ☐ English I
- ☐ English II
- ☐ English III
- ☐ English IV

Mathematics – 4 credits

- ☐ Math I – 8th
 - ☐ Fdns Math I
 - ☐ Math I
 - ☐ Math II
 - ☐ Math III
 - ☐ 4th Math (Math IV, RCC, CTE, CCRG)
-

Science – 3 credits

- ☐ Earth/Environmental Science
- ☐ Biology
- ☐ Physical Science (PS/Chem/Physics)

Social Studies – 4 credits

- ☐ World History
- ☐ Am History *or* ☐ AP US History
- ☐ Civics *or* ☐ AP Government
- ☐ Economics/Personal Finance

Health & Physical Education – 1 credit

- ☐ Health/PE *or*
- ☐ Health and ☐ PE

Total Credits: _____

Name: _____

Homeroom: _____

Pathway(s): _____

Electives – 12 credits

- ☐ 1st Elective: _____
- ☐ 2nd Elective: _____
- ☐ 3rd Elective: _____
- ☐ 4th Elective: _____
- ☐ 5th Elective: _____
- ☐ 6th Elective: _____
- ☐ 7th Elective: _____
- ☐ 8th Elective: _____
- ☐ 9th Elective: _____
- ☐ 10th Elective: _____
- ☐ 11th Elective (FL): _____
- ☐ 12th Elective (FL): _____

Pathway Courses

☐ Pathway complete

Additional Electives

Graduation Checklist (% 2028)

(This check-off sheet is designed to ensure that all requirements for high school graduation are met.)

English – 4 credits

- ☐ English I
- ☐ English II
- ☐ English III
- ☐ English IV

Mathematics – 4 credits

- ☐ Math I – 8th
 - ☐ Fdns Math I
 - ☐ Math I
 - ☐ Math II
 - ☐ Math III
 - ☐ 4th Math (Math IV, RCC, CTE, CCRG)
-

Science – 3 credits

- ☐ Earth/Environmental Science
- ☐ Biology
- ☐ Physical Science (PS/Chem/Physics)

Social Studies – 4 credits

- ☐ World History
- ☐ Am History *or* ☐ AP US History
- ☐ Civics *or* ☐ AP Government
- ☐ Economics/Personal Finance

Health & Physical Education – 1 credit

- ☐ Health/PE *or*
- ☐ Health and ☐ PE

Total Credits: _____

Name: _____

Homeroom: _____

Pathway(s): _____

Electives – 12 credits

- ☐ 1st Elective: _____
- ☐ 2nd Elective: _____
- ☐ 3rd Elective: _____
- ☐ 4th Elective: _____
- ☐ 5th Elective: _____
- ☐ 6th Elective: _____
- ☐ 7th Elective: _____
- ☐ 8th Elective: _____
- ☐ 9th Elective: _____
- ☐ 10th Elective: _____
- ☐ 11th Elective (FL): _____
- ☐ 12th Elective (FL): _____

Pathway Courses
