



BETHANY

COMMUNITY SCHOOL

Course Catalog 2024-2025

Mission Statement

Bethany Community School will be the premier school of choice where academic rigor and character excellence are standards to cultivate college ready learners and strengthen community.

Introduction

The course offerings described in the following pages have been developed for the 2024-2025 school year. They have been designed to provide both depth and breadth in the instructional program. An effort is made to accommodate the student's individual interests, with final decisions on any year's course offerings based on staff availability and satisfaction of minimum enrollment requirements.

Students' initial placement in certain courses may be based on testing, previous instruction, and other course placements. The administration requires all transferring upperclassmen to have a registration meeting during which an agreement will be reached as to how to place students in particular courses. Certain courses are required for graduation and each student should work with the counselors to determine the appropriate course of study. Please refer to the section entitled *Graduation Requirements* for more information.

Grade reports are issued to students and parents at the end of each quarter. Up to date grade information is available through the parent and student portals. BCS encourages regular communication with teachers so that the school and family can partner in helping every student succeed.

All courses, unless otherwise noted, are scheduled to meet for one semester and earn one unit of credit. More information regarding credits needed for graduation is available in the section entitled *Graduation Requirements*.

Inquiry-Based Learning

Inquiry-based learning is a process whereby teachers act as facilitators to encourage students to ask questions, probe into various situation, conduct analyses and provide descriptions, communicate findings, and think about the information and knowledge obtained. To be successful, students must develop their questioning, research and communication skills to solve problems and create solutions. Learning in IBL revolves around information-processing skills and the development of those skills is an important component, rather than simply learning course content.

Grading Scale

The grading scale below is adopted from and approved by the North Carolina Department of Public Instruction.

Letter Grade	Point Range	Standard	Honors	AP / College Course
A	90-100	4.0	4.5	5.0
B	80 - 89	3.0	3.5	4.0
C	70 - 79	2.0	2.5	3.0
D	60 - 69	1.0	1.5	2.0
F	0 - 59	0.0	0.0	0.0

GPA Scale

Grade Point Averages (GPAs) are calculated based on a quality point conversion. The basic, accepted 4.0 scale is used with some exceptions. BCS courses with an "Honors" notation carry extra quality points. Students enrolled in college courses that are eligible for transfer to a state university or Advanced Placement (AP) Courses are eligible for additional quality points.

Advanced Placement Courses

Advanced Placement (AP) is a program of college level courses and examinations that gives advanced, motivated students an opportunity to earn college credit, college placement, or both while they are still in high school. Bethany Community School is committed to supporting students in their desire to take advantage of the college credit and placement opportunities afforded by the AP program.

A number of BCS courses are designed to prepare students for the AP examination in that subject. Such courses include "(AP)" in the course title. While students who master the material in these courses are generally prepared for the AP examination in that subject, extra review materials may be offered for students who wish to further prepare. Students enrolling in AP Courses are required to take the end of the year AP Examination.

ABOUT THIS COURSE CATALOG

Please understand that Bethany Community School may be unable to offer every course included with this guide. Each year, the course catalog is reviewed with regards to available staff and facilities compared with predicted student interest. Careful consideration is also given to graduation requirements of rising seniors in terms of available offerings. A master schedule listing courses that will be taught for the following school year is available in the Counselor's Office once registration has begun.

ENGLISH

NOTE ABOUT ENGLISH REQUIREMENTS

Students are required to complete English I, II, III, and IV as part of the graduation requirements. The typical progression of courses is listed below.

9th Grade	English I
	<i>If student did not demonstrate proficiency on 8th Grade ELA EOG ...</i> Grammar & Composition AND English I
10th Grade	English II
	<i>If student did not demonstrate adequate progress in English I or has EVAAS projections that do not indicate a projected proficiency on the English II EOC ...</i> Intro to English II AND English II
11th Grade	English III
12th Grade	English IV OR AP English Literature

Grammar & Composition

This course challenges students to acquire, master, and use skills in studying, writing, grammar, vocabulary, and literature (terms, types, elements). Emphasis is placed on all communication skills. Mastery of skills taught in this course prepares students for English I.

English I

This course covers the writing process including the study of form in personal narrative, descriptive, and expository papers. The curriculum includes a variety of multicultural literature: short stories, novels, poetry, mythology, drama, and nonfiction with an emphasis on oral/written response to literature, distinguishing characteristics of various genres and vocabulary study. A significant amount of time is spent learning and applying grammar rules. As the purpose of the class is to broaden and deepen knowledge and performance, additional in-depth work is required.

Intro to English II

This course challenges students to acquire, master, and use skills in studying, writing, grammar, vocabulary, and literature (terms, types, elements). Emphasis is placed on all communication skills. Mastery of skills taught in this course prepares students for English II.

English II

NOTE: Required EOC Testing Course

This course, typically taken in the tenth grade, emphasizes personal narrative, descriptive, and expository papers with a focus on a review of grammar and usage. The curriculum will cover a variety of authors and selections from world literature, short stories, novels, drama, and poetry. The instructor will stress vocabulary development and require written literary analysis that will develop thinking, organizing, and public speaking skills.

English III

This course is traditionally taken in the eleventh grade and will offer students the opportunity to improve reading, writing, speaking/listening, and critical thinking skills through the study of American literature. The curriculum will cover a variety of literary genres and multicultural writers in chronological or thematic pattern. The instructor will emphasize developing control in expository writing (thesis support), precision in personal narrative, descriptive, and persuasive writing, as well as refining research skills. Students will be expected to have a thorough knowledge of grammar, mechanics, and usage.

English IV

This course, designed as a culminating English Language course for seniors, will provide opportunities to improve reading, writing, speaking/listening, and critical thinking skills through the study of British literature. The approved curriculum will cover a variety of literary genres in chronological or thematic pattern while emphasizing the development of control in expository writing (thesis support), precision in personal narrative, descriptive, persuasive writing, and refining research skills. The instructor will assume students have a mastery of grammar, mechanics, and usage.

AP English Literature

NOTE: AP Test participation expected

This course is traditionally taken in the twelfth grade by those who have proven ready to challenge themselves with college level work in the field of writing and literary interpretation. This course engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students learn to apply aspects of literary theory and deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. An emphasis will be placed on British Literature.

MATHEMATICS

NOTE ABOUT MATH REQUIREMENTS

To meet the graduation requirements, students must complete Math 1, 2, and 3 as well as a fourth math aligned with their future goals. Information about the available options are available in the counselor's office. The typical progression of courses is listed below.

9th Grade	Foundations of Math 1 AND Math 1
	<i>If student completed Math 1 in 8th grade and scored proficient on the EOC ...</i>
10th Grade	Math 2
	<i>If student did not demonstrate proficiency on Math 1 EOC ...</i>
	Foundations of Math 2 AND Math 2
	<i>If student completed Math 1 in the 8th Grade and Math 2 in the 9th Grade ...</i>
11th Grade	Math 3
	<i>If student has EVAAS projections that do not indicate a projected proficiency on the Math III EOC ...</i>
	Foundations of Math 3 AND Math 3
	<i>If student completed Math 3 in the 10th Grade ...</i>
12th Grade	Fourth Math aligned with future Goals ...
	AP Calculus OR Discrete Math OR Math 4

Foundations of Math 1

Calculator Required: TI 83 or 84

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 on developing concepts in algebra, functions and numbers and operations.

Math 1

NOTE: Required EOC Testing Course

Calculator Required: TI 83 or 84

NC Math 1 provides students the opportunity to study concepts of algebra, geometry, functions, number and operations, statistics, and modeling throughout the course. The focus in NC Math 1 is on linear, exponential, and quadratic functions. These concepts include expressions in the real number system, creating and reasoning with equations and inequalities, interpreting and building simple functions, expressing geometric properties, interpreting categorical and quantitative data.

Foundations of Math 2

Calculator Required: TI 83 or 84

Foundations of NC Math 2 is a continuation of the mathematical skills and concepts studied in NC Math 1. This course is intended for students who need a stronger, slower mathematical foundation before enrolling in NC Math 2. There will be an emphasis on developing concepts in algebra, geometry and statistics.

Math 2

Calculator Required: TI 83 or 84

NC Math 2 continues a progression of the standards established in NC Math 1. In addition, there is a focus on quadratic, square root, and inverse variation functions. NC Math 2 includes congruence and similarity of figures, right triangle trigonometry, modeling with geometry, probability, and justifying conclusions.

Foundations of Math 3

Calculator Required: TI 83 or 84

Foundations of NC Math 3 is a continuation of the mathematical skills and concepts studied in NC Math 2. This course is intended for students who need a stronger, slower mathematical foundation before enrolling in NC Math 3. There will be an emphasis on developing concepts in algebra, functions and geometry.

Math 3

NOTE: Required EOC Testing Course

Calculator Required: TI 83 or 84

NC Math 3 progresses from the standards learned in NC Math 1 and NC Math 2. In addition to these standards, NC Math 3 focuses on Exponential, Logarithmic, Rational, Polynomial, Absolute Value, and Trigonometric Functions. This extends to include algebraic concepts such as the complex number system, trigonometric functions and the unit circle. NC Math 3 also includes the geometric concepts of radians, angles, segments, and random sampling.

Discrete Math

Calculator Required: TI 83 or 84

Discrete mathematics is the study of mathematical structures that are countable or otherwise distinct and separable. The mathematics of modern computer science is built almost entirely on discrete mathematics, such as logic, combinatorics, proof, and graph theory. At most universities, an undergraduate-level course in discrete mathematics is required for students who plan to pursue careers as computer programmers, software engineers, data scientists, security analysts and financial analysts. Students will be prepared for college level algebra, statistics, and discrete mathematics courses.

AP Precalculus

NOTE: AP Test participation expected

Calculator Required: TI 83 or 84

Precalculus will build upon the study of algebra, functions, and trigonometry experienced in previous high school mathematics courses. This course will build on students' algebraic skills and understanding of functions to delve into real world phenomena and to deepen understanding of the functions in the course. This course is designed for students pursuing careers in STEM-related fields. Students will be prepared for AP Calculus and any entry- level college course.

AP Calculus

NOTE: AP Test participation expected

Calculator Required: TI 83 or 84

This course is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally.

SCIENCE

NOTE ABOUT SCIENCE REQUIREMENTS

Students are required to complete an Environmental Science course, Biology, and a physical science class such as Physical Science or Chemistry. The typical progression of courses is listed below.

9th Grade	Environmental Science
10th Grade	Physical Science
	<i>If student is enrolled in Math 3 in 10th Grade ...</i>
11th Grade	Biology
	<i>If student successfully completed Biology in 10th Grade ...</i>
	Chemistry

Environmental Science

The Earth/Environmental Science curriculum focuses on the functions of Earth's systems. Emphasis is placed on matter, energy, plate tectonics, origin and evolution of the earth, solar system, and universe, environmental awareness, weather and climate, human population dynamics and sustainable living, and the cycles that circulate matter and energy through the earth system.

Physical Science

The Physical Science course will provide a foundation for the continued study of science. The curriculum will integrate the following topics in chemistry and physics: structure of atoms, structure and properties of matter, motion and forces, conservation of energy, matter, and charge.

Biology

NOTE: Required EOC Testing Course

Through laboratory and literary investigations, the Biology course provides in-depth study of the following concepts: the cell, the molecular basis of heredity, biological evolution theory, the interdependence of organisms, matter, energy and organization in living systems, and the adaptive responses of organisms.

Chemistry

The Chemistry course encourages students to continue their investigation of the structure of matter along with chemical reactions and the conservation of energy in these reactions. Inquiry is applied to the study of the transformation, composition, structure, and properties of substances.

Forensic Science

NOTE: Elective credit

Forensics focuses on applying science to solve crimes in an inquiry-based environment. Students can expect to learn and apply principles of biology, chemistry, physics, psychology, environmental and computer science to crime analysis. Through our investigations of topics such as ballistics, trace evidence (hair, fiber, glass, fingerprints, handwriting, blood etc), toxicology, arson, fraud and biological evidence, students will learn content and skills that will support and reinforce content learned in other subject areas.

Animal Science

NOTE: Elective credit

Animal science explores and compares the structure and function of organisms within the animal kingdom, including the major phyla of porifera, cnidaria, platyhelminthes, nematoda, annelida, arthropoda, mollusca, echinodermata, and cordata. Biological processes such as embryology, adaptations, evolutionary relationships, animal behavior and ecological topics are covered in detail.

Anatomy and Physiology

NOTE: Elective credit

Anatomy and physiology will relate structure and function to provide an integrated view of how the human body works. Numerous applications and everyday examples will show how the human body responds to disease, injuries, as well as what conditions help to optimize health. Major organ systems and the biochemical process involved in maintaining homeostasis are explored in detail.

SOCIAL STUDIES

NOTE ABOUT SOCIAL STUDIES REQUIREMENTS

Students are required to complete World History, Civic Literacy, American History, and Economics & Personal Finance. The typical progression of courses is listed below.

9th Grade	World History
10th Grade	Civic Literacy
11th Grade	American History
	<i>If student scored proficient on English 2 EOC and is recommended by teachers ...</i> AP US History
12th Grade	Economics & Personal Finance

World History

World History is designed to be a historical study of societies, nations, economies, events, and cultures of the many regions of the world, providing historical background for each area and details inclusive of change over time, historical impact, religion, diplomacy, culture practices and beliefs, and economic, political, and social institutions. The course is intended to examine the historical development of the world and global issues and patterns since 1200. The course also explores underlying themes of power and authority, change and continuity, human-environment interaction, globalization, cultural diffusion, and individual and group identity. This course seeks to move beyond the rote teaching of world history to the teaching of history in context to the world and global society in which students currently live and need to understand. With this in mind, it is important to note that this course is not designed to be a chronological study of history through periodization. The goal of this course is to blend the historical with the contemporary and current so that students begin to acquire an understanding of how the historical events and decisions of ancient, classical, and modern history have implications or lasting impacts that have influenced the world in which we currently live.

Civic Literacy

Civic Literacy is the study and understanding of citizenship and government. Through the Inquiry-based C3 Framework, this course provides students with a sound understanding of civic life, politics, and government, including a short history of government's foundation and development in the United States of America. Students learn how power and responsibility are shared and limited by the government, the impact American politics has on world affairs, law in the American constitutional system, and the rights that the American government guarantees its citizens. Students also examine how the world is organized politically and how to be an active participant in the American and global political systems. Students will study the foundations of American democracy and the origins of American government. The roles of political parties, campaigns & elections, public opinion, and the media will be analyzed to determine their effects on the individual and all who call the United States home.

American History

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. Rooted in Inquiry-based skills, students will trace American development while learning to craft compelling questions, synthesize and evaluate evidence, develop claims, communicate ideas, and take informed action. As well-rounded, productive citizens, the students will leave the American History course with both the knowledge and the skills to engage with the modern world by recognizing contemporary patterns and connections.

AP US History

NOTE: AP Test participation expected

The AP program in United States History is designed to provide students with the analytical skills and factual knowledge necessary to deal critically with the problems and materials in studying the history of the United States beyond the state mandated survey course. The AP course prepares students for intermediate and advanced college courses. The work is designed to be extremely rigorous and challenging both in content and in its accelerated pacing. In depth writing assignments aligned to College Board standards are required. At the completion of this course, students will be required to take the Advanced Placement Exam.

Economics & Personal Finance

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.

ADDITIONAL REQUIRED COURSES

NOTE ABOUT ADDITIONAL REQUIRED COURSE REQUIREMENTS

All students are required to complete Health & PE, Senior Seminar, and 2 years of the same foreign language.

Senior Seminar

Senior Seminar will prepare high school seniors for college and/or career readiness by acclimating them to all aspects of the college application, selection, orientation, and enrollment process. Guest speakers both from college and the workplace will inform students on the changing college and career landscapes. Students will also focus on interview skills, write resumes that can pass through resume screeners and focus on contractual and workplace analyses. Leadership and adapting to the modern workplace will serve as cornerstones for this course. The seminar is designed to guide students through those stages in "real time" as they're actually experiencing them throughout their 12th grade year. By high school graduation, students will be prepared for the academic, financial, and emotional demands of college and/or career readiness through intensive discussion and activities pertaining to these issues.

Health & PE

The course will enable students to gain knowledge and skills about healthful living topics important to their age levels. The following strands are the focus of instruction: health-related fitness, motor skills, movement concepts, personal and social responsibility, nutrition and physical activity, alcohol, tobacco and other drugs, mental and emotional health, interpersonal communications and relationships, personal, and consumer health.

Spanish 1

This course is intended for the beginning Spanish language student. Spanish 1 is designed to give students a balanced exposure to all four language skills. The course objectives emphasize accurate pronunciation, structure knowledge with primary focus on the present tense and language acquisition of basic vocabulary. The course provides students with opportunities to: respond to and give oral directions and commands and to make routine requests in the classroom and in public places; understand and use appropriate forms of address in courtesy expressions and be able to talk about daily routines and events; ask and answer simple questions and participate in brief guided conversations related to their needs and interests. Students will begin to speak and write in the target language. Cultural similarities as well as differences between Spanish-speaking countries and the United States are studied.

Spanish 2

Spanish 2 is a continuation of Spanish 1 with substantial amount of new grammatical structures. The course increases emphasis on listening, with different aspects of the culture, including the visual arts, architecture, reading and writing. Students will begin to understand spoken Spanish and converse on a more sophisticated level. The students will become familiar, literature and music. Culture and history of Hispanic countries are also studied. The course enables students to participate in classroom and extracurricular activities related to the language studied as well as to participate in conversations dealing with daily activities and personal interests.

OTHER ELECTIVE COURSES

NOTE ABOUT OTHER ELECTIVE COURSES

Students should refer to *Graduation Requirements* to review how many elective courses are needed. Electives should be chosen based on student interest and future goals.

Advanced PE

This course empowers inclusivity and success for all students while enjoying physical activity. Through ongoing leadership opportunities, students will work together to be more confident and competent in a variety of physical activities that can be performed throughout one's lifetime. Students will experience, learn skills, and rules of different sports throughout the semester. Activities may include (but are not limited to) yoga, golf, tennis, bocce ball, badminton, pickleball, table tennis, bowling, and archery. This course emphasizes skill development, game strategy, and safety.

Bible History: Old Testament

Bible History is an introductory course for students interested in the origin and development of our modern-day Bible. Old Testament studies cover Genesis to Malachi. It considers the chronological, cultural, geological, historical, political and religious environments surrounding Israel from call of Abraham to the final words of promise recorded in Malachi.

Bible History: New Testament

Bible History is an introductory course for students interested in the origin and development of our modern-day Bible. The High School New Testament study looks at the five stages in the life of Jesus as described in Matthew's Gospel. These stages are Infancy, Preparation, Popularity, Passion and Risen Life. This semester ends with a brief overview of the Church Age and the Eternal State prophecies. Continuity between testaments is central to the course.

Broadcasting 1

This course provides students with knowledge and skills to work in areas of film, television, and video production. Areas covered in this course include general mass/mediated communication concepts, an introduction to the three stages of a program's creation (pre-production, production, post-production), an overview of careers in media production industries, and analysis of genre.

Broadcasting 2

This course provides students with knowledge and skills to work in areas of film, television, and video production. Areas covered in this course include general mass/mediated communication concepts, an introduction to the three stages of a program's creation (pre-production, production, post-production), an overview of careers in media production industries, and analysis of genre.

Concert Band 1

Concert Band 1 is a performing ensemble composed of wind and percussion students in grades 9-12. The curriculum is designed to emphasize the development of comprehensive musicianship, general musical knowledge, and instrumental performance fundamentals through the study of high school literature. Students in the ensemble have a required performance schedule which includes regular concerts as well as extracurricular performances at the director's discretion. Members are expected to practice daily and occasionally attend extra rehearsals or sectionals. Students who have completed one full year of high school band can earn **Honors credit** by participating in additional extracurricular ensembles and participating in local, district and state level music events.

Concert Band 2

Concert Band 2 is the spring course that is an extension of Concert Band 1.

Concert Chorus

Concert Chorus is a performing ensemble that focuses on the development of comprehensive choral musicianship through the performance experience. Students will learn vocal technique, diction, and literacy through choral music literature. All chorus students will be required to attend concerts throughout the year. Students who have completed one full year of high school chorus can earn **Honors credit** by participating in additional extracurricular ensembles and participating in local, district and state level music events.

Design Thinking

Students will dive deep into a selected topic and examine ways to solve a presented problem utilizing the design thinking process. Small groups will work on a topic for an entire semester, creating a prototype or new idea that will provide a practical solution. Students will gain valuable skills in collaboration, planning, communication, presentation, and critical thinking.

Digital Marketing

This course is designed to look at the rise of social media and other digital platforms as a marketing tool. This course will introduce students to various elements of social media marketing including making engaging posts, reels and stories, following and looking at popular trends and creating an aesthetically appealing social media on brand page. Students will learn techniques for gaining customers/followers and consumer buy-in and creating content to build trust and likeability. This class is project-based on a student chosen topic. Students will be managing a social media page and will use various graphic design platforms throughout the course.

Engineering & Design

This course is a basic introduction to engineering. Students completing this course will learn the concepts necessary in order to develop ideas which lead to solutions that improve everyday life. Students will be involved in hands-on learning activities like data comparison of heart rates, rating consumer products, destructive testing, and 3D solid modeling apply Math, Science, History, and English. This course makes science and mathematics more engaging, interesting, concrete, and relevant. The course's intention and purpose is to educate students in a "main line" method providing STEM education for everyone. While providing a STEM based education for all students, those interested in becoming practicing engineers clearly benefit from this course content.

Graphic Design 1

This course explores graphic communication through the understanding of the elements and principles of design; as well as, the design process, from idea development through the final execution of a document. Students will learn how professionals use the concepts in the following disciplines: advertising, graphic design, web design, illustration, broadcast design, photography and game design and many others. Techniques include freehand drawing, lettering, painting and computer-enhancement for commercial advertising, posters and illustrations.

Graphic Design 2

This course explores graphic communication through the understanding of the elements and principles of design; as well as, the design process, from idea development through the final execution of a document. Students will learn how professionals use the concepts in the following disciplines: advertising, graphic design, web design, illustration, broadcast design, photography and game design and many others. Techniques include freehand drawing, lettering, painting and computer-enhancement for commercial advertising, posters and illustrations.

History through Music

This course presents a number of opportunities and crosses through several academic disciplines, including history, geography, sociology, anthropology, political science, etc. As you might realize, this class begins with music, but allows for several approaches that really make it a class about America moving through two World Wars, the Civil Rights movement, Viet Nam, and more.

Internship

An 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.

Intro to Business

This course will introduce students to realistic business and finance principles by examining fundamental economic concepts, the business environment, and primary business activities. Through workplace scenarios and problem-based learning, students will explore business ethics, customer relations, economics, financial analysis, human resources management, information management, marketing, operations, and business technology.

Leadership

The course aims to provide students with a solid foundation in leadership principles and practices. Through exploring leadership fundamentals, principles, best practices, and administration, students will develop essential skills for effective leadership in various contexts, including, but not limited to leadership of peers in a scholastic setting; leadership in competition; and leadership in the workforce.

Music Theory

Music Theory is a course designed to enhance music skills and basic music fundamentals. Throughout the course of the year students will study basic notation, scales, key signatures, intervals, triads, cadences, form, part-writing and analysis of a score. Aural dictation and ear training are also an integral part of the course and will be taught throughout the year. Individual creativity is nurtured through both rhythmic and melodic composition. This course is highly recommended for students in a musical ensemble.

Podcasting

This course is designed to introduce students to all aspects of podcasting including audio production, interviewing techniques, sound gathering and editing. Students will also have lessons on storytelling, fact and topic research, and developing a "radio voice". We will deconstruct popular podcasts and look for common elements found in good storytelling. This class is project-based on a topic of interest that will be developed by students throughout the course. Students will produce an entire podcast episode that will be published on Spotify.

Publications 1

This course helps produce Bethany Community School's yearbook. In this course, students will gain skills in the following areas: page design, publishing techniques, copywriting, editing, photography, record keeping, time management, teamwork, marketing, and leadership skills. Students are tasked with producing a timeless, creative, and innovative publication which will record our school's community, memories and events, producing an inclusive and informative production for our students and staff every year.

Publications 2

This course is the second of the two levels of publication that we offer at Bethany Community School to produce the school yearbook. Publications 2 provides students with more detailed content instruction and introduction to the principles of yearbook. This course will engage students in the basics of yearbook production including graphic design, copywriting, photo composition, interviewing techniques, and organizational and management skills. Students will be given the opportunity to manage and lead the production. The yearbook is a publication for students made by students, giving students an opportunity to take on leadership and investigative roles to produce an inclusive and informative production for our students and staff every year.

DUAL ENROLLMENT & OPEN PERIODS

NOTE ABOUT DUAL ENROLLMENT

Students who meet requirements may take courses through alternate providers. This may occur in either in person or online formats. BCS courses always take precedence over alternate provider courses which means that students may not miss BCS class to attend a class from the community college. Please review the descriptions of the courses below to determine which course is appropriate for registration.

Independent Study

This course is a placeholder for students taking an online course through an alternate provider. Students who are taking this course and are in good standing with the course may leave campus or arrive late as long as the course is scheduled at the beginning of the day or the end of the day. This is always at the discretion of the supervising teacher. Students who have this in the middle of the day must remain on campus. At the conclusion of the course, the actual course and grade will be entered in the student's record.

RCC In-Person

This course is a placeholder for students taking an in-person course where the Rockingham Community College instructor comes to campus to teach a class. Students who take these courses are bound by the college's rules and regulations as well as behavioral expectations for BCS. At the conclusion of the course, the actual course and grade will be entered in the student's record.

Seated College Course

This course is a placeholder for students taking a seated course on a college campus at a designated time. Students who take these courses are bound by the college's rules and regulations as well as behavioral expectations for BCS. At the conclusion of the course, the actual course and grade will be entered in the student's record.

Open Block

This course is a placeholder for students who are on track for graduation and do not need a class in a designated block. Students who are in this course are expected to leave campus during this time. If a student is unable to leave, the student will need to be placed in an elective course.

MINIMUM LOAD REQUIREMENTS

NOTE ABOUT MINIMUM LOAD REQUIREMENTS

Students in grades 9-10 are required to take four BCS courses per semester. Juniors must take four courses per semester combining BCS classes with dual enrollment courses. Seniors must take a minimum of two courses per semester and be on track for graduation. Specific guidance and recommendations can be provided by school counselors. Any exceptions to the above can only be granted by administration and will only be considered in specific situations.

GRADUATION REQUIREMENTS

Students seeking a diploma from Bethany Community School are required to complete minimum requirements. These requirements are outlined below. Students who wish to transfer to the school after the ninth grade must meet with a registration counselor to determine which courses will be accepted and which requirements those courses will meet. All questions regarding a student's plan for graduation should be directed to the Counseling Office.

English	4 Required Courses English 1, English 2, English 3 (or AP/CCP equivalent), and English 4 (or AP/CCP equivalent)
Mathematics	4 Required Courses Math 1, Math 2, Math 3, and one math course that aligns with future goals
Science	3 Required Courses Environmental Science, Biology, and a physical science course (Chemistry, Physics, or Physical Science)
Social Studies	4 Required Courses Civic Literacy, World History, American History, and Economics & Personal Finance
Health & Physical Education	1 Required Course
Foreign Language	2 Courses of the same language

Additional Courses are required based on graduation year and the conversion to the block schedule. In principle, this is based on a student completing four less than what is possible.

Class of 2025	6 courses (24 total)
Class of 2026	7 courses (25 total)
Class of 2027	8 courses (26 total)
Class of 2028	10 courses (28 total)

Foreign Language Exemption

While all students are expected to complete two years of a foreign language, high school students who do not demonstrate proficiency in ELA as determined by a combination of test scores, class performance, and teacher feedback, may petition to exempt the foreign language requirements. If approved by administration, the student will replace the foreign language requirements with designated electives.

Any exceptions to the above will be reviewed by the Principal and Executive Director and decisions will be made in accordance to accepted practices and current policies set by the State Board of Education and the NC Department of Public Instruction.