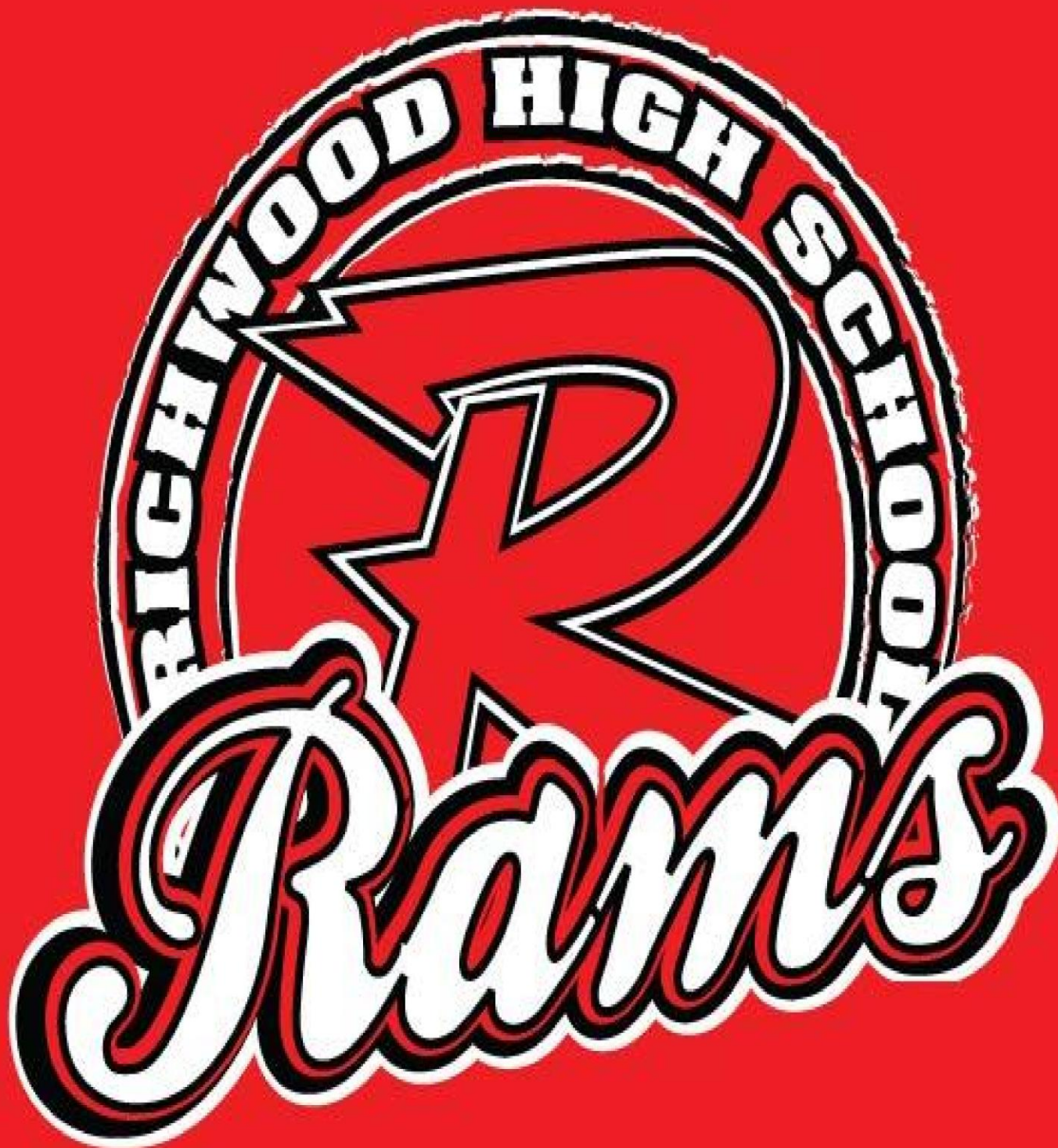


RICHWOOD HIGH SCHOOL

“HOME OF THE MIGHTY RAMS”



COURSE DESCRIPTION GUIDE

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WELCOME TO RICHWOOD



Dear Student,

This guide is designed as a guide to help you with one of the most exciting and most important times in your education. You and your parents may use this book in many ways.

First, this guide contains information unique to your graduation class. For that reason, you will want to save your book and refer to it often. This reference guide will help you to stay on track for graduation by giving you information about required courses and the rules and regulations that apply to your graduation.

Second, this guide presents information about all the courses available at Richwood High School. Please remember that elective courses are offered based on availability and certification of teachers.

In the course description section of this guide, you will learn what each course is about, applicable fees, and prerequisites to take the course. Many courses are required to meet graduation requirements, however, many of the courses may be taken as electives. Electives are extra classes above those required in the core areas of language arts, mathematics, science, and social studies as well as courses in foreign language, art, business, family and consumer science, music, physical education, speech, and others.

This guide will also help you and your parent (s)/guardian (s) plan for the remainder of your high school career. A solid plan will help you reach your goal of graduation. You must take a combination of required courses and elective courses. Some courses have prerequisites that must be taken first. If you do not pass some of your courses, it may be necessary to revise your plan. You may be able to return to your original plan if summer school, extended time classes, or pre-approved correspondence courses. Your plan needs to be developed and revised as often as necessary. A sample 4-year plan is included in this guide. Your counselor has your original 4-year plan on file at the school.

Also, in this guide you will find valuable information about special opportunities available to you in high school such as advanced placement courses, testing programs, concurrent and dual enrollment courses, post-secondary options, TOPS, work-based learning, and information about assessments you will take. You will also learn about the different diploma endorsements and how you may earn graduation distinctions.

Most importantly, you must learn the graduation requirements for your class. Fulfilling these requirements will have a significant impact on your future. Getting a high school diploma should be one of the most important goals in your life at this time. Your high school administrators, counselors, and teachers are here to help you and your parent (s)/guardian (s) make this happen.

Looking Forward to Your High School Success,

RHS Principal, Administrators, Counselors, and Teachers

School Profile

Richwood High School
5901 Hwy 165 South
Monroe, LA 71202

The mission of Richwood High School is to insure that all students will be able to achieve academic success and become productive citizens.

CONTACT INFORMATION

Office	318-361-0467
Athletic Director	318-361-5073
Cafeteria	318-361-9374
Fax	318-361-9810
Freshman Academy	318-651-0200
Freshman Academy fax number	318-398-9825

Web Address: http://www.edline.net/pages/Richwood_High_School

ADMINISTRATION

Principal	Alvin Fields
Assistant Principal	Erica Faust
Assistant Principal	Samuel Andrew
Adm. Assistant	Dewayne Williams
Adm. Assistant	Michael Hunter

COUNSELORS

Freshman/Sophomore	Shawanda Smith
Junior/Senior	Linda Coleman

STAFF

Bookkeeper	Timeshia Williams
School Secretary	LaShundria Washington
Office Secretary	Marie Croom
Registrar /Guidance Secretary	Cassandra Davis
Student Services Secretary Freshman Secretary	Judy Wilson L. LaQuinna Brandy
SBLC	Erica Faust
504, LEAP 2025, SBLC	Shawanda Smith
Dual Enrollment	Jonita Johnson
Curriculum Coordinator	Jonita Johnson
Reading/Math Coordinator	Jonita Johnson

GRADING SCALE*

A	100-90
B	89-80
C	79-70
D	69-6-
F F6	59-0
	failure due to excessive absences

Richwood High School is a suburban high school located in southern Ouachita Parish, just south of interstate 20. The twin cities area of Monroe and West Monroe, Louisiana, are the nearest urban areas. Richwood has approximately 500 students in grades 9-12, and a faculty of 70. Our school offers a full complement of high school courses which includes a college preparatory curriculum as well as a variety of elective courses.

Richwood High School operates on a seven period schedule, and grades are reported each six weeks. Class rank is computed on four-point scale. Certain courses, because of their difficulty level, receive weighted credit with the use of a difficulty factor which is assigned each grading period by the teacher. Weighted courses include all advanced placement, gifted courses, dual-enrollment courses, and foreign languages above third year.

Accredited by the Southern Association of Colleges and Schools, Richwood High School is committed to the continued tradition of academic excellence set by all Ouachita Parish Schools.

RHS DEPARTMENTS, FACULTY & STAFF

Principal- Dr. Sharilynn Loche

Assistant Principals- Samuel Andrews, Alvin Fields

Assistant Administrator- Michael Hunter, Dr. Katrina Minifield

Art

Shanette Washington

Athletic Director

Bakari Guice

Business

LaShuna Houston

Frederick Lloyd

Credit Recovery

Terry Martin

Curriculum

Coordinator

Jonita Johnson

Digital Graphics

Fred Lloyd

English

Zenique Addison

Joely Bowman

Aoko Edmonds

Cassandra Johnson

John McKeel

Tireco Weeks

First Responder

Graduation Coach

Dr. Katrina Minifield

Guidance

Shawanda Smith

Linda Coleman

Health/PE

Ronnie Brothers

Lavelle Wilson Jr

Marquis Hodge

Dewayne Williams

Kelly Vining

Tenisha Shaw

Languages

Amarpo Pinto

Library

Ginger Rosales

Irma Thomas

Math

Terral Anderson

Tara Bell-Glass

Dalexandro Gatson

Ariel Scott

Music/Band

Rachele Kennedy

Xavier Williams

JROTC

Col. Gregory Burton

SFC R. Ross

Reading/Math

Coordinator

Jonita Johnson

Resource

Richard Anderson

Tireco Weeks

Constance Wright

Science

Brenda Grover

CaSandra Mitchell

Trammell Washington

Jazmine Walton

Social Studies

Bradley Brown

Jennifer Dorsey

James Taylor

Special Education

Richard Anderson

Lavelle Wilson Jr.

Constance Wright

Sports Medicine

Sheena Galloway

Weight Training

Marquis Hodge

Special Ed

Coordinator

Jennifer Turner-Byrd

Vocational Ed

Christine Jenkins

Danielle Henry

Staff

Bookkeeping

Timeshia Williams

ISS

Angel Sanders

Nurse

Cynthia Wilson

Secretaries

LaQuinnia Brandy

Marie Croom

Cassandra Davis

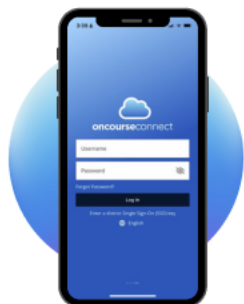
LaShundria Washington

Judy Wilson

COVID 19 GUIDELINES

Should a student test positive for Covid 19, he/she must quarantine for 7 days with a negative test OR return after 10 days with no symptoms and no test. Quarantine begin date is the day symptoms appear and the return date is set by the school nurse. All students and faculty must wear a mask at all times that covers both the nose and mouth. Due to the mask mandate, students do not quarantine from contract tracing, unless exposed without a mask due to certain circumstances. ***These guidelines are subject to change at any time per the CDC**

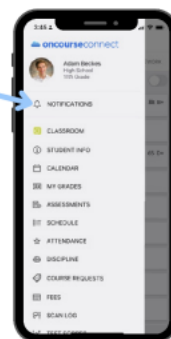
Welcome to OnCourse Connect



Helping you stay connected with your student's learning with one login!

Download the OnCourse Connect Mobile App

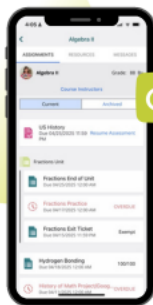
- Search OnCourse Connect in the App Store or Google Play.
- Parents & guardians: Log in with your district provided username & password on your phone or computer.



New feature: Choose your default display page in Settings for quicker access.

Inside the App

- Access to notifications, grades, attendance, and test scores.
- OnCourse Classroom LMS helps teachers deliver high-quality instruction and assessment. This replaces Google Classroom, offering parents greater transparency with their own login.



What You'll See Inside Classroom

- Full list of your student's classes
- To-Do List: Upcoming assignments and deadlines
- Assignments Tab: View graded work, teacher feedback, and instructions
- Resources Tab: Download study materials & class documents
- Messages Tab: See teacher announcements & private messages

Why This Matters

When students complete work in OnCourse Classroom, teachers get real-time data on skills mastered and where help is needed. This helps teachers provide more effective, personalized instruction for your child.

Richwood High School
“Home of the Mighty Rams”

Course Description Guide

Alvin Fields, Principal

Samuel Andrews, Assistant Principal

Erica Faust, Assistant Principal

Dewayne Williams, Administrative Assistant

Michael Hunter, Administrative Assistant



MISSION STATEMENT

The mission of Richwood High School is to insure that all students will be able to achieve academic success and become productive citizens.

LOUISIANA HIGH SCHOOL GRADUATION REQUIREMENTS
24 UNITS REQUIRED for TOPS 4 Pathway/23 UNITS REQUIRED for TOPS 2 Pathway

ENGLISH – 4 units

English I, II, III, IV

TOPS 2 (4 units) Eng I, II, III, or Tech Writing, IV

MATHEMATICS- 4 units

- Algebra I
- Geometry
- Algebra II
- The remaining until shall come from the following:
- Financial Math, Math Essentials, Advanced Math/Pre-Calculus, Algebra III, Calculus

TOPS 2 (4 units) – Integrated Math I, II, Math Ess, Financial Lit (Business Math, Integrated Math III also can be used)

*Integrated Math I,II,III can substitute for Alg I, Geometry, Algebra II sequence on both pathways

SCIENCE- 4 units

- Biology
- Chemistry
- 2 units from the following:

Physical Science, Physics, Biology II, Chemistry II, Environmental Sc, or Agriscience III

TOPS 2 (2 units) - Biology, then one from Physical Sc., Environmental Sc. or Agriscience II

****Students/Parents must complete and sign the TOPS TECH Jump**

Start Pathway Form with the counselor to switch to the TOPS 2 Pathway
Social Studies – 4 units

- Civics
- US History
- 2 units from the following: World Geography, World History

TOPS 2 (2 units) – Civics, US History

Health Education – ½ unit

NOTE: Two years of JROTC can sub

Physical Education 1 ½ units

NOTE: JROTC, Band, Color Guard, Athletics can sub.

Foreign Language- 2 units

TOPS 2: No Foreign Language

Art-1 unit

NOTE: Fine Arts or 1 unit of Art, Dance, Music

TOPS 2- No Art

ELECTIVES- 3 units **TOPS 2 (9 units)**

***Students must take 9 Jump Start Electives and pass credentials to earn a diploma**

TOTAL UNITS TO GRADUATE -24 UNITS

TOPS 2- 23 UNITS

***TOPS 2 courses are the course paths recommended**

***Courses are based on Richwood’s course offerings**

<u>TOPS 2 PATHWAYS</u> Jump Start	
2.0	
(Graduates 2024 and beyond)	
Pathway	Credential (One of)
Architecture and Construction	NCCER 1
Art, AV Technology and Communication	Adobe Certified Expert, Adobe Certified Associate
Business Management	Customer Service and Sales, Louisiana Micro-Enterprise
Health Sciences	Emergency Medical Responder
Hospitality and Tourism	ServSafe Food Protection Manager, Customer Service and Sales, Louisiana Micro-Enterprise

<u>TOPS 2 PATHWAYS</u>				
Jump Start 1.0				
Pathway	Statewide		Regional	Complementary
	Advanced	Basic		
Agriculture Tech	NCCER 2	C4M, NCCER Level 1	Regional Micro-Enterprise, Welder's Helper Module Completion	Microsoft Excel, PPT, Word, Customer Service and Sales, NCRC (WorkKeys)
Business Management			Regional Micro-Enterprise	First Aid, Microsoft Excel, PPT, Word, Office, Customer Service and Sales, NCRC, NCCER Core
Digital Media	Adobe Certified Expert	Adobe Certified Associate	Regional Micro-Enterprise	First Aid, Microsoft Excel, PPT, Word, Customer Service and Sales, NCRC, NCCER Core
Health Sciences		Emergency Medical Responder	Regional Micro-Enterprise, ServSafe	First Aid, Microsoft Excel, PPT, Word, Customer Service and Sales, NCRC, NCCER Core
Hospitality, Tourism, Culinary and Retail			Customer Service and Sales, ServSafe, Regional Micro-Enterprise	First Aid, Microsoft Excel, PPT, Word, NCRC
Manufacturing		S/P2	Emergency Medical Responder	First Aid, Microsoft Excel, PPT, Word, Customer Service and Sales, NCRC (WorkKeys)

DIPLOMA PATHWAYS

TOPS 4 Pathway			TOPS 2 Pathway	
Subjects	Units	Subject	Units	Subjects
English	4	English I, II, III, IV	4	English I, II, III or Technical Writing, IV
Math	4	Algebra I, Geometry, Algebra II , and one from the following: Advanced Math, Algebra III (Integrated Math I,II,III may substitute for Alg I, Geom, Alg II)	4	Algebra I and three additional units from the following: Math Essentials, Business Math, Financial Lit, Geometry, Algebra II, Advanced Math, Algebra III (Integrated Math I,II,III may substitute for Alg I, Geom, Alg II)
Science	4	Biology, Chemistry, and two from the following: Environmental Sc, Physical Sc, Chemistry II, Biology II, Robotics, Cyber Literacy	2	Biology I and one from the following: Environmental Sc, Physical Sc, Chemistry I, Robotics, Cyber Literacy
Social Studies	4	Civics, US History , and units from: World Geography, World History	2	Civics, US History
Foreign Language	2	Spanish I, II	0	None
Arts	1	Can be Visual Arts, Music, Dance, Piano	0	None
PE	1	Physical Education or JROTC	1	Physical Education or JROTC
PE	0.5	PE II, Marching Band, Extracurricular Sports, Cheering, or Dance Team, JROTC	0.5	PE II, Marching Band, Extracurricular Sports, Cheering, or Dance Team, JROTC
Health Ed	0.5	Health Ed (JROTC I & II may sub)		Health Ed (JROTC I & II may sub)
Other	3	Electives	9	TOPS 2 Course Sequences, Workplace Experiences, and Credentials (Students must obtain credentials in order to graduate)
	24	TOTAL	23	TOTAL

Testing Requirements

Testing Requirements

1. LEAP 2025

Must take the test when enrolled in –

- Algebra I, Geometry
- English I, English II
- Biology, US History

2. ACT, WORKKEYS

- All students must take the ACT
- Students will take WorkKeys in addition to ACT depending on their ACT score.

TOPS 4 Pathway required for admittance into a Louisiana four year University

1. LEAP 2025

Must take the test when enrolled in

- Algebra I, Geometry
- English I, English II
- Biology, US History

*If the student does not take Geometry, then they must earn a passing score on the Algebra I LEAP 2025. If the student does not take English III, they must earn a passing score on the English II LEAP 2025.

2. ACT, WORKKEYS

- All students must take the ACT
- Students will take WorkKeys in addition to ACT.

TOPS 2 Pathway allows admittance into a two-year Community or Technical College

TOPS TECH AWARD CORE CURRICULUM

TOPS 2 Curriculum

UNITS

COURSES

1	English I
1	English II
1	English III or Technical Writing
1	English IV or Business English
1	Algebra I
3	Math Essentials, Business Math, Financial Literacy, Geometry, Algebra II, Advanced Math, Algebra III, (Integrated Math I, II, III may substitute for Algebra I, Geometry, Algebra II)
1	Biology
1	Chemistry I, Environmental Science, Physical Science
1	US History
1	Civics
9	In TOPS 2 course sequences, workplace experiences, and credentials. A student shall complete a regionally designed series of Career and Technical Education TOPS 2 coursework and workplace-based learning, experiences leading to a statewide or regional TOPS 2 credential. This shall include courses and workplace experiences specific to the credential, courses related to foundational career skills requirements in TOPS 2, and other courses, including career electives, that the TOPS 2 regional team determines are appropriate for the career major.

_____ 21 Total Units

2.5 GPA/17 ACT or Silver on the WorkKeys *Certain courses have been approved as equivalent to the core curriculum courses for both TOPS and TOPS Tech. In addition, certain computer courses have been approved as substitutes for computer science, computer literacy, and business computer applications.

These courses are listed in the TOPS program rules, which can be viewed at www.osfa.state.la.us. Consult your high school counselor or call the TOPS Program at 1-800-259-5626, Ext. 1012 for assistance. *Courses are based on Richwood's course offerings

TWO YEAR PUBLIC COLLEGES IN LOUISIANA

Baton Rouge Community College

www.mybrcc.edu



Bossier Parish Community College www.bpcc.edu



Delgado Community College

LE Fletcher Technical Community College www.ftcc.edu



Louisiana Technical College

www.ltc.edu



South Louisiana Community College
www.southlouisiana.edu



Louisiana Delta Community College

www.ladelta.edu



Southern University at

Nunez Community College

www.nunez.edu

Shreveport Sowela Technical Community College www.susla.edu
www.sowela.edu



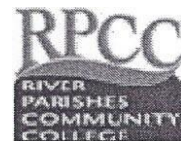
SOWELA
TECHNICAL
COMMUNITY
COLLEGE

www.dcc.edu



Louisiana State University-
Eunice

www.lsue.edu



River Parishes Community College

www.rpcc.edu

TOPS Award Core Curriculum

<u>Units</u>	<u>Courses</u>
ENGLISH = 4 UNITS	
4 UNITS	English I, II, III, IV
MATH = 4 UNITS	
1 UNIT	Algebra I
1 UNIT	Geometry
1 UNIT	Algebra II
1 UNIT FROM THE FOLLOWING:	Advanced Math
	(Integrated Math I, II, and III may be substituted for the Algebra I, Geometry, Algebra II sequence.)
SCIENCE = 4 UNITS	
1 UNIT	Biology
1 UNIT	Chemistry
2 UNITS	Physical Science, Environmental Science, Biology II, Chemistry II, Agriscience I & II combined
SOCIAL STUDIES = 4 UNITS	
1 UNIT	US History
1 UNIT	Civics
2 UNITS	World Geography, World History
FOREIGN LANGUAGE = 2 UNITS	
2 UNITS	Foreign Language (2 Units in same language)
ART = 1 UNIT	
1 UNIT	1 unit of art, band, choir, dance, piano
TOTAL = 19 UNITS	
	<i>* Courses are based on Richwood's course offerings.</i>

TOPS Award Core Curriculum

TOPS 4 Curriculum

TOPS AWARD LEVELS

Opportunity	2.5 TOPS GPA, ACT 20	Tuition
Performance	3.25 TOPS GPA, ACT 23	Tuition, \$400
Honors	3.50 TOPS GPA, ACT 27	Tuition, \$800

Calculation of the TOPS Core Curriculum

GPA will use a five- point scale for grades in AP, GT, DE courses.

TOPS is a Louisiana State Program.

GPA/ACT scores are subject to change, as well as funding.

WHAT IS "TOPS"?

Louisiana's Tuition Opportunity Program for Students (TOPS) is a comprehensive program of state scholarships and one of the most innovative and progressive student assistance programs in the nation.

This program will be an average tuition cost to attend a 4-year university in Louisiana.

The student must graduate on the TOPS 4 diploma pathway and earn a TOPS 2.5 GPA along with a 20 on the ACT.

Eligibility requirements are subject to change at any time per the state.

LOSFA Website: <https://mylosfa.la.gov/studentsparents/scholarships-grants/>

Phone Number: 1-800-259-5626 Refer to page 12 for the curriculum.

How and When to Apply for TOPS and Financial Aid: THE “FAFSA”

Each graduating senior shall, as a requirement for graduation, complete at least one of the following steps to support a successful transition to postsecondary education or training:

1. complete and submit to the Office of Student Financial Assistance an application for a Taylor Opportunity Program for Students (TOPS) award;
2. complete and submit to the U.S. Department of Education a free application for federal student aid
3. a parent or legal custodian, or a student legally emancipated or of the legal age of majority, may certify a waiver in writing to the LEA if he refuses to complete such an application- **FAFSA Parental Opt Out Letter**

To apply for all TOPS awards, you must submit **the Free Application for Federal Student Aid (FAFSA)** for the academic year following the year you graduated from high school.

For example, if you will graduate from high school in school year 2021-2022, submit the 2022-2023 version of the FAFSA.

You must enter the name of a Louisiana post-secondary school on the FAFSA for your application to be considered. The FAFSA may be filed after October 1st and before April 15th for priority consideration and must be received by the final state deadline of July 1st. Any questions, call the Office of Student Financial Assistance at **(800) 433-3243**, or you may apply over the Internet at: <http://www.fafsa.ed.gov>

PROMOTION POLICY

<p align="center">Grade 9</p>	<p>A 9th grade student (Freshman) is one who has acquired between 0 and 5 Carnegie units and has been promoted as a result of passing all required coursework and testing at the culmination of 8th grade. At the end of the 9th grade year, to be considered a 10th grader (Sophomore), students must have acquired at least 6 credits *Credits <u>must</u> include one credit each of Math and English.</p>
<p align="center">Grade 10</p>	<p>At the end of the 10th grade school year, to be considered an 11th grader (Junior), students must have earned 11 credits. *Two courses each in English and Math, and one required course in Science and Social Studies. 10th grade students make the decision to pursue either the TOPS 4 or TOPS 2 graduation pathway. Students on the TOPS 2 graduation pathway are required to have two approved TOPS 2 elective credits for placement in the 11th grade.</p>
<p align="center">Grade 11</p>	<p>At the end of the 11th grade year, to be considered a 12th grader (Senior), students must have acquired 17 units of credit that include three courses each in English, Math, and two courses each in Science, and Social Studies.</p>
<p align="center">Grade 12</p>	<p>Must have acquired 24 units for TOPS 4 graduation pathway (23 for students in the TOPS 2 graduation pathway—9 units must be elective credits from the selected major and pass necessary industry-based certifications (IBCs)), including all required courses, and have passed the required LEAP 2025 state tests shall be eligible for graduation in accordance with Bulletin 741.</p> <p>*Students identified under ACT 833 have alternative graduation requirements designated in their IEP. Students are required to attempt IBC acquisition, but failure to acquire the sought IBC does not prevent graduation</p>

***Effective for the 2018-2019 school year and beyond**

NCAA Academic Standards for Initial-Eligibility

Academic Standards

The NCAA Eligibility Center verifies the academic and amateur status of all student-athletes who wish to compete in Division I or II athletics.

College-bound student-athletes who want to practice, compete and receive athletically related financial aid during their first year at a Division I or II school need to meet the following requirements:

- Graduate from high school.
- Complete a minimum of 16 core courses for Division I or II.
- Earn a minimum required grade-point average in core courses.
- Earn a qualifying test score on either the ACT or SAT.
- Request final amateurism certification from the NCAA Eligibility Center.

For Division I student-athletes, the following must be completed in addition to the above standards:

- Earn at least a 2.3 grade-point average in core courses.
- Meet an increased sliding-scale standard (for example, an SAT score of 820 requires a 2.5 high school core course GPA)
- Successfully complete 10 of the 16 total required core courses before the start of their seventh semester in high school. Seven of the 10 courses must be successfully completed in English, math and science.

Students who earn at least a 2.0 GPA and meet the current sliding-scale standard will be eligible for practice in the first term and athletically related financial aid the entire year, but not competition. Freshmen who are academically successful in the first term will earn the ability to continue to practice for the remainder of the year.

Division III colleges and universities set their own admission standards. The NCAA does not set initial-eligibility requirements in Division III.



THE FRESHMAN ACADEMY

Freshman Administrator: Alvin Fields
Freshman Counselor: Shawanda Smith

Mission Statement

The mission statement of Richwood High School's Freshman Academy is to foster academic excellence and to encourage positive social interaction that will help students transition from middle school to high school and a lifelong learning through partnership between students, teachers, parents, and the community.

Purpose

The Freshmen Academy was established at Richwood in 2009. The goals of the academy aim to decrease the number of failures in ninth grade, increase student GPA, increase attendance rate, decrease the number of disciplinary referrals, and decrease the number of tardy and dress code infractions. The Freshman Academy promotes interdisciplinary instruction and employs cooperative learning strategies. The academy meets in collaborative learning communities to discuss school wide educational strategies to impact student achievement.

Freshman Wing

Core subject classes for 9th graders are held in a separate building to allow additional tutoring.

Parent/Teacher Conferences

All academy teachers will meet parents during their planning period. This allows parents to meet with their child's core teachers to discuss student progress. Contact Mrs. to set up conferences.

The majority of the freshmen will eat on the second lunch shift- 11:38-11:48 AM



TESTING INFORMATION

LOUISIANA STATE ASSESSMENT PROGRAM- LEAP 2025

LEAP 2025 tests measure the knowledge and skills a student is expected to have mastered by the end of a specific high school course. The tests are designed to ensure consistent and rigorous instruction for high school students across the state. All students enrolled for credit in any of the specified course-regardless of their enrolled grades are required to take the LEAP 2025 test upon completing the course unless they have previously passed the test.

Test Coordinator: Shawanda Smith

Students must take all six LEAP 2025 tests in the following categories to meet the assessment requirement toward earning a standard high school diploma: Algebra I and Geometry English I and English II Biology and US History

The score will count 15% of the final grade in the subject tested. LEAP 2025 is a timed test.

The score will count for 5% of the final grade in the subject tested for all Special Education students.

Pass means a student scores Approaching Basic or above on a LEAP 2025 test.

Achievement levels are Unsatisfactory, Approaching Basic, Basic, Mastery, & Advanced.

ACT

All eleventh-grade students take the ACT test in March during school hours. Also, all seniors who have a Composite 16 or 17 ACT will test, along with the juniors, in March. The score will count towards our school's school performance score. The ACT is a nationally recognized college entrance exam that will determine eligibility for Division I athletics, TOPS/TOPS TECH, scholarships, awards such as the Scholar's Banquet, and other awards that are based on a student's GPA and ACT or SAT score. College-bound students should begin taking the ACT in the spring of their junior year. A student may take the ACT up to twelve times. Students who plan to take DE courses in the 10th grade should begin taking the ACT in the spring semester of their freshman year to meet qualifications for Dual Enrollment. Students are responsible for registering online at www.actstudent.org. For an additional fee (section Z), you may elect to receive a test booklet, an answer key, and a copy of your answer sheet (available only December, April, and June). This personal diagnostic information is useful in targeting areas for improving scores on future tests. RHS is a school site for the ACT. Students may take the ACT at any grade and up to 12 times. ACT offers 4 fee waivers per student to be offered in their Junior and Senior year. See your counselor for a fee waiver. ACT Special Testing is also available for students with accommodations. Students may take the Accuplacer test at ULM to place out of developmental courses if their ACT scores have not met admission requirements. Go to ulm.edu/testingcenter/placement.html for registration information. Test cost is \$10 for Math/\$15 for English. **Test Coordinator: Linda Coleman**

Richwood High School test center code – 217210

ACT school code for RHS- 191-834

ACT code for TOPS- 1595

ACT code for NCAA- 9999

ACT code for ULM for DE- 1598

WORKKEYS

This assessment measures “real world” skills that employers believe are critical to job success. Test questions are based on situations in the everyday work world. The Work Keys score will determine what level certificate a student is eligible to earn called a National Career Readiness Certificate (NCRC). Students on a TOPS 2 Diploma Pathway are required to take this test as well as students scoring below an 18 on the ACT. The three areas of testing are as follows: Applied Math, Graphic Literacy, and Workplace Documents. **All students with an ACT Composite score of a 16 or less will take the WorkKeys Assessment. Test Coordinator: Linda Coleman**

ASVAB

The Armed Services Vocational Aptitude Battery is offered to all 11th grade students. This test is administered by trained representatives from all branches of the armed services – Air Force, Army, Marines, Navy, and National Guard. This aptitude test reveals the student’s strengths, weaknesses, and interests to help determine a successful career path after high school. **Test Coordinator: Col. Gregory Burton**

CLEP TESTING

The College-Level Examination Program® (CLEP®) offers you the opportunity to receive college credit for what you already know by earning qualifying scores on any of the 34 CLEP examinations. CLEP exams allow people who have acquired comprehensive subject knowledge through independent or prior study to show that they have the understanding of college-level material. CLEP examinations cover material that students typically encounter during their first two years of college. At most colleges, students earn three credits for a one semester course and six credits for a full-year course. Exams are approximately 90 minutes and consist mainly of multiple-choice questions.

When students are enrolled in the following courses, they will be preparing to take the CLEP exam in the following areas: ****There are other CLEP exams available to take. Visit clep.collegeboard.org for more information****

<u>RHS Course</u>	<u>CLEP Exam</u>
English IV	College Composition and/or College Composition Modular
Algebra III	College Algebra
Advanced Math	College Algebra and/or College Math
Biology II	Biology
World History	Western Civilization I and/or Western Civilization II
Chemistry II DE	Chemistry
Spanish II	College Spanish

ACADEMIC RECOGNITION

SENIOR AWARDS' NIGHT

Occurring in the month of May, Seniors will be recognized for various awards held in the auditorium at RHS which include: scholarships, outstanding academic awards, and awards given by the faculty. Students are responsible for letting their counselor know of any scholarships they have been awarded to receive recognition at Awards' Night.

DIPLOMA ENDORSEMENTS

Students earning a Career/Technical or Academic Endorsement will have an embossed seal affixed to their diplomas.

NATIONAL HONOR SOCIETY

A. To be eligible for membership, the candidate must be a member of the junior or senior class. He/she shall have spent at least one semester at Richwood High School

B. The selection of eligible members for the junior class may take place during the fourth semester. The selection of eligible members of the senior class may take place during the sixth semester. (Students must apply and accept membership at the first offering)

C. Candidates eligible for selection to membership in this chapter shall have an overall minimum grade point average of 3.3000 on a 4.000 scale.

□1) Must have received or will receive a minimum of four college preparatory credits by the end of the sophomore year. (honors, DE, or gifted classes)

□ Must have received at least one scholarship award - (Ex- honor roll)

D. Candidates shall then be evaluated on the basis of character, leadership, and service.

Students who are scholastically eligible will complete a Student Activity Information Form. Faculty members are invited to comment on candidates. The five-member Faculty Council reviews the Student Activity Information Form and faculty ratings. Candidates

receiving a majority vote of the Faculty Council are invited for induction into the chapter. Once selected, members have the responsibility to continue to demonstrate these qualities. Members who fall below the membership selection criteria are warned in writing by the chapter adviser and given a reasonable time to correct the deficiency, except in the case of a flagrant violation of school rules or the law. Members have a right to a hearing before the Faculty Council before dismissal. Once dismissed, a student is not eligible again for membership. Senior members in good standing are eligible to wear an honor stole at graduation and to be nominated to compete in the National Honor Society Scholarship Program. **Sponsor: Brenda Grover**

SCHOLARS' BANQUET

The West Monroe-West Ouachita and Monroe Chambers of Commerce, The Junior League of Monroe, the News Star, and BANK ONE sponsor this banquet honoring outstanding academic performance. Students must have a **cumulative 3.5 average** through the first semester of grade 12 and a minimum **ACT score of 25**.

VALEDICTORIAN / SALUTATORIAN

All students with a 4.00 cumulative GPA and a full schedule their senior year will be recognized as valedictorians. The salutatorian is the student with the next highest cumulative GPA. These students will receive a seal on their diploma and be seated on the stage at graduation. Potential candidates are invited to the KNOE *Best of the Class* taping and picnic.

FRESHMAN ACADEMY AWARDS DAY

The Freshman Academy recognizes students at the end of the year for 3.0 or higher GPAs (based on Midterm).

3.0-3.49 certificates

3.5-3.99 certificates

4.0 certificates

Subject and Team awards are also given out.

COUNSELORS

Linda Coleman	Juniors/Seniors	ext.231
Shawanda Smith	Freshman/Sophomores	ext.230
	Graduation Coach	ext. 221
Cassandra Davis	Guidance Secretary	ext.232
Judy Wilson	Student Services Secretary	ext.212

SCHEDULE CHANGE REQUESTS COUNSELORS

(Schedule change request are for changing courses-NOT for changing teachers, class periods, or lunch shifts.

Ouachita Parish students are computer scheduled based upon student course requests. Teachers and class periods are randomly assigned. For the first ten days of each semester, students may request a class change (from one subject to another), but requests to change teachers, class periods, or lunch shift will be routinely denied. DO NOT ask to see your counselor regarding schedule changes. You will receive a schedule change request form from your teacher as needed. Fill it out and turn in to Ms. Houston in the Guidance Office. When a student receives their completed schedule change, they should follow that schedule immediately and get signatures from teachers on the yellow form. Not following a schedule change could result in an F6 in the course you're not attending, and could be grounds for a referral for skipping. The school reserves the right to change class periods to balance classes, for disciplinary reasons, and to promote a positive learning environment.

GRADE CLASSIFICATION

A student is classified by the number of Carnegie units earned and not by years in school

0-4 ½ units	9 th Grade(Freshmen)
5-10 ½ units	10 th Grade (Sophomore)
11-16units	11 th Grade(Juniors)
16.5 – more units	12 th Grade (Senior)

TEACHER CHANGE REQUESTS ADMINISTRATORS

(Teacher and class periods are not subject to change except in extenuating circumstances as determined by the administration.)

Our goal is to provide optimum learning environments for all teachers and students and to graduate students who will be responsible productive members of society able to adapt to and overcome the challenges of life. Responsibility, flexibility, and perseverance are essential life skills. Before looking for changes from others, honestly assess your own behavior (attendance, behavior, attitude, work ethics, and study habits) to determine what you can do to improve your situation.

BEFORE A REQUESTING A TEACHER CHANGE

Please take the following steps:

1. Talk with the teacher to find out his/her perspective. Communication is essential
2. Request a conference with the teacher. A conference involving the student, parents, and teacher often resolves the conflict.
3. Talk with the assistant principal. He/she can make recommendations on how to proceed.
4. Talk with the principal if all other attempts to resolve the conflict are unsuccessful.

COURSE DESCRIPTIONS

ACADEMICSUPPORT

Basic Academics

Credit: 1 unit

Prerequisite: Each student must have a valid current evaluation which identifies a handicapping condition as defined by Bulletin 1508, State Department of Education, and which establishes eligibility to receive special service in a resource room placement.

Basic Academics I, II, III, IV are elective courses to handicapped students as divisions of Special Education in which handicapping condition of identified students are addressed in a remedial class in a resource setting. Students work on grade level with modifications as stated on the I.E.P. (Individual Education Plan) which is designed to address the deficit(s) of each student in the least restrictive environment.

Credit Recovery

Grade: 9-12

In an effort to reduce the state's dropout rate and increase the number of students graduating in the Louisiana Core-4 Curriculum, the Louisiana Department of Education has created the Credit Recovery Grant Program. The program allows for freshman or seniors to recover lost credit if they have failed at least one semester of English I, English IV, Algebra I, and/or Algebra II. The student is provided the opportunity to attend early morning or afternoon sessions that utilize a computerbased instructional program, facilitated by certified English or Math teachers. After completion of the required online assignments, a comprehensive final

exam is given to determine if credit will be awarded. This process may be repeated until the student receives a passing score on the test.

Reading

Credit: 1 unit

Grades: 9

This class will provide low-performing students with additional resources and instruction to help them overcome their deficiencies in reading. A variety of instructional strategies is employed using a wide range of resources to meet the individual needs of students. This course is not available as an elective, but will be assigned to incoming freshman based upon individual need as determined by 8th grade ELA scores and previous testing histories.

ART

ART I

Credit: 1 unit Prerequisite:

None

Fees:

The student is introduced to the elements/principles of design, composition, color theory, lettering, cartooning, and sculpture with some demonstration of skills. (It is not recommended that students enroll in the beginning art course in mid-year

ART II

Credit: 1 unit

Prerequisite: Art I

Fees:

The student's skills and knowledge of the elements/principles of design and composition are developed through experience with familiar media, techniques,

and terminology. Colored pencils and watercolor.

ART III

Credit: 1 unit
Prerequisite: Art II
Fees:

Materials are to be provided by students when required. The student's knowledge of art is reinforced. More advanced work is encouraged through the extension of previous experiences and the introduction of media

ART IV

Credit: 1 unit Prerequisite: Art III
Fees:

Materials are to be provided by students when required. The individual needs are met through advanced studio problems. Teacher/student assessment of individual goals, needs, interests, and strengths will be emphasized

FINE ARTS SURVEY (ARTS)

Credit: 1 unit
Grade Level: 11, 12
Prerequisite: Two years in the same foreign language or enrolled in the second year.
Fees:

The music unit of Fine Arts Survey consists of teaching students the basic fundamentals of music notation, physical characteristics of sound, concepts of melody, harmony, and rhythm, as they interrelate to the whole of the music composition. The student learns the basic elements of music structure through traditional forms and the influences outside of music that direct the structure or form of a music composition. Students are required to listen to acquire a recognition inventory of musical styles from different periods in music history and play the

recorder, plus other keyboard instruments to help the student grasp the elementary levels of music literacy.

The dance unit of Fine Arts Survey teaches the origin and history of different types of dances. Students experiment with dance choreography.

Arts and Theatre. One semester of art appreciation is part of the Fine Arts Survey curriculum. Not intended as history of the visual arts, the course covers the elements and principles, the media and styles and periods of art, and the major artists and their works. In addition to slides and reproduction to augment lectures, the class includes hands-on experience in various media. A short unit of theatre terminology and history is part of the course.

BUSINESS

Introduction to Business Computer Applications

Credit: 1 unit
Grade Level: 9, 10, 11, 12
Prerequisite: None
Fees: None

This course is the first of two courses designed to provide students with basic computer application skills. Students will be introduced, for a minimum of six weeks of the school year, to the touch method of operating a computer keyboard to produce simple business documents. Emphasis is placed on basic computer concepts both hardware and software, word processing, and spreadsheet applications. Computer technology will be presented that could lead to the student's ability to obtain certification in basic information technology.

Introduction to Business

Credit: ½ unit
Grade Level: 11-12

Prerequisite: None

Introduction to Business will introduce the student to the world of business and help prepare for economic roles as a consumer, worker, and citizen. This course will also assist with consume decision making, preparing for future employment, and helping to effectively perform responsibilities as a citizen.

Business Computer Applications I

Credit: 1 unit
Grade Level: 10, 11, 12
Prerequisite: None
Fees: \$5.00

Accounting prepares the student for employment in many careers (accountants, bookkeepers, accounting clerks and other general office workers). Students will learn to analyze and record business transactions on paper and with the use of electronic spreadsheets and automated accounting software. They will learn the language of business while maintaining the accounting records for a proprietorship, a partnership, and a corporation. The financial concepts learned can be applied to the student's own personal and business problems in a consumer-oriented setting.

Business Law

Credit: ½ unit
Grade Level: 11, 12
Prerequisite: Intro to BCA .

This course is designed to teach students to apply business law principles to personal and business settings. Emphasis is placed on skills in critical thinking that are reinforced in this course along with oral and written communication skills. Oral and written communication skills are reinforced in this course as student's research, compose, format and proofread legal office documents.

Entrepreneurship

Credit: 1
Grade Level: 11, 12
Prerequisite: Introduction to Business Computer Applications; Free Enterprise System

This course is designed to introduce students to rewards and risks of owning or operating a business enterprise. Emphasis is placed on the mastery skills needed to plan, organize, manage, operate and finance a business using current technology. Skills in communication, technical writing, mathematics, research and problem solving are reinforced as each student prepares a business plan. Work-based learning strategies appropriate for this course include cooperative education, school-based enterprises, job shadowing, and paid/unpaid internships.

Record Keeping I

Credit: 1 unit
Prerequisite: ASO

Fees: None

A course offered for students to receive onthe-job training. The selected students will be assigned to work in the Guidance Department, Main office, or library.

Digital Graphics

Credit: 1 unit
Grade Level: 10, 11, 12
Prerequisite: IBCA
Supplies: USB Drive & Printer Paper

Build a digital portfolio and become certified! In this course the student will use image editing software to create and modify digital images. They will learn the basics of Adobe Photoshop; work with layers; make selections; incorporate color techniques; place type in an image; use painting tools;

work with special layer functions; create special effects with filters; enhance specific selections; adjust colors; use clipping masks, paths, and shapes; transform type; liquefy an image; perform image surgery; annotate and automate an image; create images for the Web; and work with animation, video, and photography. Computer technology will be presented that may lead to the student's ability to achieve industry business certification for Adobe Certified Associate.

Digital Media and Entertainment Major
Business Management Major

ENGLISH

English I

Credit: 1 unit
Prerequisite: Eighth grade English
Fees: Any paperback books, which are bought.

English I represent the basic structure of functional grammar and mechanics in writing development and literature appreciation with ongoing vocabulary development and speaking and listening skills. The literature emphasis will be the short story, novel, poetry, epic, drama, and non-fiction as well as fiction.

English II

Credit: 1 unit
Prerequisite: English I
Fees: None
English II focuses on a continuation of functional grammar and mechanics. Mechanics and grammar consist of a review and a further study of usage with a special emphasis on writing skills. Study skills and note taking are emphasized. Literature includes a study of the various genre of literature with emphasis on literary

English II Honors

Credit: 1 unit
Prerequisite: English I
Fees: None

English II Honors focuses on a continuation of the study of functional grammar and mechanics. Mechanics and grammar consist of a review and further study of advanced usage with a special emphasis on advanced technical writing skills. Study skills and note taking are emphasized. Literature includes a study of the various genre of literature with emphasis on literary terms, figures of speech, and comprehension.

English III

Credit: 1 unit
Prerequisite: English I, II
Fees: None

English III focuses on a review of functional grammar and mechanics. Mechanics and grammar consist of advanced usage with an emphasis on writing skills. Information resources and study skills are also presented, culminating in the preparation of a research paper. Literature includes chronological study of the various literary periods in American history. Biographical data of major American writers of each period and their technique are a major concern of the literary study.

Technical Writing

Credit: 1 unit
Grade Level: 10-12 (9th repeaters as well)

This course includes the skills in verbal and written communication that students will need to be successful in the workplace. Students will know and use the terminology in their chosen field of work. They will understand, summarize, interpret, and compare information from simple and

complex graphics to identify trends and to make informed decisions. Additionally, this course may include preparation for a successful performance on the WorkKeys assessment and LEAP 2025 test remediation. This counts toward an English credit on the TOPS 2 Pathway. Students repeating English I will be paired with this course.

Universal TOPS 2 Elective

English III Honors

Credit: 1 unit
Prerequisite: English I, II
Fees: None

English III Honors uses the same basic course content as regular English III with the following additions: 1. Stricter, higher grading standards 2. More composition and creative writing activities 3. Additional outside reading from 11th grade reading list and students' own choices. The main goal of the course is to prepare students for English IV (AP).

English IV

Credit: 1 unit
Prerequisite: None (although passing grades in English I, II, and III are desired)
Fees: None

English IV represents a culmination of all areas of English. It consists of a study of literature, composition, grammar, vocabulary, and research skills. The literature is from the Anglo-Saxon period through the modern period. Outside reading selections from a list of works prepared by a committee of parish English teachers is encouraged. Composition requirements include essays and themes, both descriptive and analytical. The research paper is taught as a six-week unit and is considered a major area of work. A review of grammar

concentrates on sentence structure and variety. Vocabulary development is ongoing and includes terms related to areas being studied.

English IV Honors

Credit: 1 unit
Prerequisite: None (passing grades in English I, II, and III are desired)
Fees: None

English IV (Honors), designed for the college-bound and other post-secondary seniors, prepares students with the skills demanded for success in college. The goal of the class is to promote the development of critical thinking skills through reading, writing, and discussion. Specific objectives included a survey of British literature, selected outside reading of both classic and contemporary works, multi-paragraph essays, and an emphasis on the critical thinking and problem solving necessary for success in today's technological workplace.

FOREIGN LANGUAGE

Spanish I

Credit: 1 unit
Prerequisite: None
Fees:

The first year Spanish course presents basic grammar fundamentals. It consists of verb conjugation in present tenses, gender and number of nouns, other parts of speech, idiomatic expressions, cultural distinctions, and entertainment from different countries. Students will be introduced to and will master -er, -ir, -ar ending verbs and the special forms of irregular verbs. This course also teaches the communicative skills of speaking, reading, writing, and listening in Spanish, while introducing cultural aspects of the Hispanic world.

Spanish II

Credit: 1 unit

Prerequisite: Spanish I

Fees: \$ 8.00

Spanish II continues to stress oral communication of the language. However, more time is spent on reading and writing than the lower level. In the course most of the grammar studied in Spanish is reviewed before going on to more advanced grammar. The students learn to express themselves in Spanish and comprehend Spanish when it is spoken, as well as read some simple stories. Students learn in depth cultural differences, possibly firsthand, to enhance their appreciation of the Hispanic world.

HEALTH

Health Education

Credit: ½ **Prerequisite:** None **Fees:** None

Health education consists of a study of nutrition, oral health, drugs, coping, consumerism, mental health, safety, first aid, diseases and disorders, pollution, medical checkups, and weight control.

First Responders

Credit: 1 unit

Grade Level: 10, 11, 12

This course is designed to improve the quality of emergency medical care rendered to victims of accidents and illnesses. As the first person at the emergency scene, it is crucial for the first responder to be proficient in providing basic life support and taking any other actions necessary to minimize the patient's discomforts. Topics include airway management. Hemorrhage control,

bandaging, simple spinal immobilization and simple splinting and infection control.

Medical Terminology

Prerequisite: Teacher recommendation

Credit: ½

Fees: Lab Book

Grade Level: 10, 11, 12

This course provides the students with the ability to identify medical terms by analyzing their components. Emphasis placed on defining medical prefixes, root words, suffixes, and abbreviations. The primary focus is on skill development, both oral and written, of the language utilized for communication in the health care professions. Work-based learning strategies include field trips to appropriate sites. Opportunity for application of clinical and leadership skills are provided by participation in career and technical student organization activities. This course is paired with Introduction to Health Occupations.

Sports Medicine I

Credits: 1

Grade Level: 10,11, 12

Prerequisite: None

Fees: TBA

This course will provide an overview of the field of sports medicine as well as expose students to fundamental skills involved in a sports medicine healthcare setting. Students will learn about the study of medicine and how the field of sports medicine is unique in its focus and delivery of healthcare.

Sports Medicine II

Credit: ½ **Grades:** 10,11,12

Prerequisite: Sports Medicine I 3

This course will provide students with an overview of the pathology of sports injuries and basic management skills. Students will

learn about the body's response to an injury and how to apply emergency action principles and skills. Students will also learn the systematic process healthcare professionals use when evaluating an injury and planning a rehabilitation plan.

MATHEMATICS

Algebra I

Credit: 1 unit
Fees: None

First year algebra presents the basic structure of algebra. It consists of a study of the real number system, equations (linear quadratic), inequalities, factoring, graphing, solving systems of equations in two variables, performing multiple operations with radicals, changing algebraic to verbal expressions and radical expressions. Emphasis is given to application problems.

Algebra I Honors

Credit: 1 unit
Prerequisite: A or B in eighth grade math or teacher recommendations
Fees: None

First year algebra consists of a study of the real number system, equations (linear and quadratic), inequalities, performing multiple operations with polynomials, factoring, graphing functions, solving systems of equations, fractional expressions. Emphasis is given to application problems.

Algebra II

Credit: 1 unit
Prerequisite: Algebra I (may be one of three required courses)
Fees: None

Algebra II is a study of the real number system, equations and inequalities, the complex number system, relations, functions, conic section, exponential and logarithmic function. Algebra II is strongly recommended for any student who plans to attend college.

Algebra II Honors

Credit: 1 unit
Prerequisite: None
Fees: None

Algebra II is a study of the real number system, equations and inequalities, the complex number system, relations, functions, sequences and series, applications of algebra, introductions of mathematical induction and problems of counting. This course is recommended for those students who have successfully completed Algebra I Honors or who earned an A or B in Algebra I.

Algebra III

Credit: 1 unit
Prerequisite: Alg I, Geometry, Algebra II
Algebra III courses review and extend algebraic concepts for students who have already taken Algebra II. Course topics include (but are not limited to) operations with rational and irrational expressions, factoring of rational expressions, linear equations and inequalities, quadratic equations, solving systems of linear and quadratic equations, properties of higher degree equations, and operations with rational and irrational exponents. The courses may introduce topics in discrete math, elementary probability and statistics; matrices and determinants; and sequences and series. Students with an ACT less than a 17 will take the CLEP test for College Math in February.

Advanced Mathematics I/Algebra III

Credit: 1 unit

Prerequisite: Algebra I, Geometry, and Algebra II with satisfactory grades Fees: \$15 graphing calculator rental fee

This is a college preparatory class including as many of the following topics as the ability level of the students will allow:

trigonometry, including the triangle and circular approach; solving triangles; graphs of the trigonometric functions and their inverses; trigonometric identities and equations; complex numbers; elementary functions and their graphs (some types include linear, rational, and polynomial functions); sequences and series; exponential and logarithmic expressions and functions; probability; the binomial theorem; mathematical induction.

Math Essentials

Prerequisite: Algebra I or Algebra I Part I and Part II; Geometry Credit

Grade Level: 12

Includes the following topics: Ratio and Proportion and Probability, Statistics, Topics in Geometry, Exploring Step, Piecewise and Absolute Value, Functions, Exploring Quadratic Functions; and Exploring Other Math Topics.

Geometry

Credit: 1 unit

Prerequisite: Algebra I (may be one of three required courses)

Fees: None

Geometry is an intensive study of plane and space geometry. It includes a study of sets of points, lines and planes, logical reasoning, both inductive and deductive, areas of polygons, volumes, and surface areas of solids and coordinate geometry. This course is recommended for any student who plans to attend college.

Geometry Honors

Credit: 1 unit

Prerequisite: A or B or teacher recommendation

Fees: None

This course is an intensive study of sets and points, lines, and planes. Application problems illustrate the strong geometric content in the physical world. Logical reasoning is emphasized throughout the course. Enrichment topics include tessellation's, logic games, and work with tangrams and dot paper. This course is recommended for students with an aptitude for mathematics, especially those planning to attend college.

Fine Arts Survey (M)

Credit: ½ unit Grade

Level: 11, 12

Fees:

The music unit of Fine Arts Survey consists of teaching students the basic fundamentals of music notation, physical characteristics of sound, concepts of melody, harmony, and rhythm, as they interrelate to the whole of the music composition. The student learns the basic elements of music structure through traditional forms and the influences outside of music composition. Students are required to listen to acquire a recognition inventory of musical styles from different periods in music history and play the recorder, plus other keyboard instruments to help the student grasp the elementary levels of music literacy.

Vocal Music

Beginning Choir

Credit: 1 unit Prerequisite:

None

Fees:

The course consist of the study and practice of the basic fundamentals of music and signing. Rhythm, rhythmic symbols, notes, rests, time signatures, function of the dot as to its effect on the time value of the dotted quarter and dotted half notes, concept of beat numbers under given short rhythmic line, and spaces of the treble and bass clefs, visual representation of piano keyboard, identification of whole and half steps on white key intervals of melodic examples, signing by sight ascending and descending intervals, signing of short examples of stepwise pitch movements using solfeggio, letter name or numbers. Harmon: sing parts in a two-part round or canan, study of the key signatures. Vocal production: practice of correct posture while signing, freedom of the jaw, lips, tongue and larynx, breath and management, pitch and release of tones.

Advanced Choir

Credit: 1 unit
Prerequisite: Must be approved by choir director
Fees: \$

The advanced choir was organized for those students who have successfully learned the fundamentals of singing and are able to read music on sight. This group is the main performing chorus of the Choral Music Department. The course includes or consists of the performance and understanding of more complex note and rest patterns, asymmetrical meter, the ability to change meter within a composition, major, minor, perfect intervals, more complex elements of pitch notation, harmony. Proficiency in the following musical factors: tone (beauty & blend), intonation, diction (clarity of consonants) and purity of vowels, interpretation (expression, phrasing, style, and tempo). Students are expected to compete at the district and state level.

INSTRUMENTAL MUSIC

Advanced Band

Credit: 1 unit
Prerequisite: Minimum of two years experience by audition
Fees: To be announced

Advanced band is a course of study involving the analysis and performance of literature. Each student must demonstrate skills of satisfactory performance in school band marching and concert idioms. Athletes will not be admitted to this class.

Jazz Ensemble

Credit: 1
Grade Level: 9,10,11,12
Prerequisite: Approval of Band Director
Fees: TBA

A membership in Jazz Ensemble is open to selected band members who successfully pass an audition specifically for Jazz Ensemble. This ensemble performs a variety of musical styles with Jazz I Division as well as explores and seeks to develop improvisation skills.

Percussion Ensemble

Credit: 1 unit
Grade Level: 9, 10, 11, 12
Prerequisite: Approval of Band Director

A method course teaching all percussion rudiments and instruments.

Piano I

Credit: 1 unit
Grade Level: 9,10,11,12
Fees: TBA

Piano I is a beginner piano class offered to any student interested in learning how to play the piano. It focuses on basic piano skills, major and minor scales, chord

progressions, and basic music theory practices. Students move at their own pace according to their ability. Seating is limited.

ARMY JUNIOR ROTC DEPARTMENT

Army Junior Reserve Officer Training Corps I

Credit: 1 unit
Prerequisite: None
Fees: To be announced

Serves as an introduction to the Army and to the Army relationship with American history, world geography, leadership, conduct and courtesy. The student will be provided with an opportunity to visit a military installation. The student is expected to present himself in uniform once each week. The uniform must be neat and his appearance must meet current U.S. Army standards.

Army Junior Reserve Officer Training Corps II

Credit: 1 unit
Prerequisite: JROTC I
Fees: To be announced

Intermediate structure of the Army Junior Officer Program. It consists of study of the Army department which includes: Army Orientation and Career Planning, Army Leadership, Army history, and Rules of the Road, Army Operations and Communication, Intelligence and National Security, First Aid and Health. Performing honors and ceremonies such as marching, rendering hand salutes and standing personnel inspections.

Army Junior Reserve Officer Training Corps III

Credit: 1 unit
Prerequisite: JROTC I, II
Fees: To be announced

Third year JROTC is logical continuation of the first two years. Army history is continued with an emphasis on the Army role. The role in the Army in today's current situation is pursued. At this level students are given leadership positions within the units as their ability warrants.

PHYSICAL EDUCATION I-IV (Boys & Girls)

Fees: TBA

Girls are required to wear their uniform and must use their own lock/locker. Also, to have their own tennis shoes, white socks, and deodorant

A physical education program influences both the mind and body and fosters in each individual a sense of personal responsibility for achieving and maintain physical fitness throughout a lifetime. Those courses include basic fundamentals and play for team, individual, rhythmic, and movement activities. All students must complete 1 ½ credits in physical education for high school graduation unless granted special permission by a physician. Adjustment in uniforms can be made due to religious beliefs. All others are required to wear regulation uniform.

SCHOOL WORK PROGRAMS

SCIENCE

Physical Science

Credit: 1 unit
Prerequisite: None
Fees: TBA

Physical science is a study of the characteristics and interrelationships of matter and energy in the physical world. Students will study the concepts of scientific

measurements, principles of chemistry, and principles of physics. This course is designed to provide the students with the basic skills of the chemistry and physics portion of the graduation exit exam.

Biology I

Credit: 1 unit
Prerequisite: None
Fees: TBA

Biology I encompasses the development of skills in critical thinking through guided practice in experimentation, observing, gathering information, organizing facts, and drawing conclusions. The course consists of a study of the scientific method of problem solving, the chemical basis of life, cell biology, genetics (nucleic acids and protein synthesis and laws of heredity), evolution, taxonomy, microbiology, the functioning of organisms (protist, plants and animals), human anatomy and physiology, and ecology.

Biology I Honors

Credit: 1 unit
Prerequisite: Counselor or teacher recommendation
Fees: TBA

This course is designed to provide highly motivated students an in-depth experience in biology on the high school level. Areas explored will include cellular biology, microbiology, heredity, diversity, plants, animal life including the human body, and how organisms are related to each other and their environment. Research will be required.

Biology II Honors

Credit: 1 unit
Prerequisite: Biology I
Fees: TBA

Biology II is designed to cover topics relating to the cell, molecular biology, heredity, and evolution, and are studied in greater depth. The principles of ecology are presented with greater depth in microbiology, immunology and anatomy and physiology of plants and animals. It is the intent of this course not only to study the theories of biology but also to demonstrate the applications of those theories through laboratory experiences and to relate those theories to everyday experiences.

Biology II GT–HUMAN ANATOMY & PHYSIOLOGY

Credit: 1 unit
Prerequisite: Biology I, Chemistry I, and Acceptance into GT program
Fees: TBA

Biology II GT allows students to go deeper into the study of human anatomy and physiology. A college level textbook is used during the course. Laboratory experiences include fetal pig and cat dissections, DNA fingerprinting, and off campus rotations with area doctors in various fields. This course will require some after school field trips that must be attended.

Environmental Science

Credit: 1 unit
Prerequisite: None
The environmental science course consists of comprehensive study of the pertinent ecological principles, recognizing how human activities are in conflict with these principles, and the environmental problems, which have occurred or may be achieved to control these problems.

Chemistry I Honors

Credit: 1 unit
Grade Level: 11, 12.
Prerequisite: Completion of Algebra I
Fees: TBA

The purpose of this course is to provide the students with the study of the compositions, properties, and changes associated with matter. The content will include but will not be limited to classification and structure of matter, atomic theory, periodic table, bonding, chemical formulas, chemical reactions and balancing equations, acids, bases and salts, behavior of gases, and energy associated with chemical and physical changes.

Chemistry II Honors

Credit: 1 unit
Prerequisite: Chemistry I Honors
Fees: TBA

The purpose of this course is to expand the study of chemical concepts introduced in Chemistry I and to introduce new topics. The content will include but not be limited to pH and ionic equilibrium, kinetics and thermodynamics, nuclear chemistry, organic and biochemistry, and descriptive inorganic chemistry, redox reactions, and electrochemistry.

SOCIAL STUDIES

Civics

Credit: ½ unit
Prerequisite: None
Fees: None

Civics is the study of the duties and responsibilities of citizenship in the U.S. It consists of the study of the federal, state, and local governments, the machinery under which each operates, and the function and activities of each branch of government.

World History

Credit: 1 unit
Prerequisite: None
Fees: None

To enable students to learn about world history, from the origins of ancient civilizations to the challenges of the future. To explore social and cultural history, as well as political history and military history.

World Geography

Credit: 1 unit
Prerequisite: None
Fees: None

Today's technology in communication and transportation has brought the people of the earth closer than ever imagined just a few years ago. A lack of knowledge and understanding about their countries, people, and regions of the world is no longer tolerable for tomorrow's citizen. Geography must be considered a major component of a well rounded social studies program. Citizens must become knowledgeable of other people and places and how their everyday lives are affected by world events. Major concepts important to the study of geography of any country or region are map and globe skills, physical geography, changing landscapes, natural resources, population, living off the land, and urban studies.

Quest for Success

Credit 1 unit
Grade: 9

Quest for Success is a career exploration course designed to prepare graduates for career and life success. This course will help students develop essential 21st century workforce skills, the ability to communicate, collaborate, and lead, explore new careers and industry sectors, and learn about themselves and their interests to successfully navigate high school,

postsecondary education, and career pathways. Quest for Success is comprised of eight units: how I learn and lead, advanced manufacturing, designing and creating a food truck plan, digital citizenship, superheroes in my community, managing money to meet my goals, navigating my career path, and looking forward. **Universal TOPS 2 Elective**

Technical College

Louisiana Delta Technical College

Grade Level: 11, 12

Credit: 3 units

Application and Pre-registration High school students at least 16 years of age interested in registering for Louisiana Technical College classes need to preregister by taking TABE (Test of Adult Basic Education).

Students enrolled half-day at LTC complete coursework toward a Technical Diploma and receive three Carnegie units. Students must be able to schedule a three-hour block each semester. Students must test at LTC during scheduled admissions testing to be admitted.

The purpose of the school is to assist people in selecting a suitable occupation and prepare them for employment industry. Each course in the school has a specific purpose. That purpose is to assist the student to acquire the skills and gain the knowledge, work attitudes, and conduct that will allow a graduate to (1) get a job, (2) perform satisfactorily, and demonstrate knowledge and insights that normally lead to promotion.

Certified Nursing Assistant

Prerequisite: Teachers

Recommendation Grade Level: 11, 12

Fee:

Theory and supervised skills lab experiences that focus on providing basic

nursing skills to meet the physiological, psychosocial, socio-cultural, and spiritual needs of clients in various health care environments. Infection control information and skills are presented as part of this course. Omnibus Budget Reconciliation Act (OBRA) guidelines are presented as application of the nursing process in the management of clients with health alterations.

Special Education

Gifted

Students must meet the State Department of Education guidelines for gifted education as outlined in Louisiana's Pupil Appraisal Handbook. Gifted children and youth are defined as "those who demonstrate abilities that gift evidence of high performance in academic and intellectual aptitude."

Students suspected of being academically and/or cognitively gifted are typically identified in elementary school. However, there are occasions when high school students have been referred to the School Building Level Committee, SBLC, for an initial gifted evaluation. Ouachita Parish's screening criteria requires that the SBLC review current standardized test scores for Total Reading and Total Math, and that a cognitive screener be administered by school personnel. Gifted students who have current IEP's from middle school may enroll in gifted courses at the high school level without additional screening.

Resource

Students who exhibit one or more learning disabilities under IDEA and are pursuing a high school diploma are eligible to participate in the Resource Program. Resource teachers in high school Study Skills courses assist the disabled student in his/her pursuit of a state accredited high school diploma by providing small group/individual assistance in areas of weak

academic functioning. This is done via the student's IEP, Individualized Educational Plan. The high school student can only receive up to four Carnegie units per for Study Skills, but may elect to receive as much as 216 minutes per day of assistance if specified in the students' IEP.

Talented Art

Artistically talented students are recommended by their art teachers for evaluation through pupil appraisal for the talented art program. The program goal is to prepare their student for a career in fine arts by building a professional portfolio. Projects are more complex with a small student-teacher ratio.

Vocational Instruction Program

The Vocational Instruction Program (VIP) is designed to enhance and facilitate the transition to adulthood. The Vocational Instructional Program is provided as an Alternative to Regular Placement. It is important to note that identified students are placed in regular education programs to the maximum extent as possible. It also meets the needs of those students who needs are so impaired as to prevent their success in a regular vocational program. Students participating in the Vocational Instruction Program may take courses to develop prerequisite skills for entry into regular vocational programs. Students are placed in the program only after it has been determined by the Individualized Education Plan (IEP) committee and other appropriate information. Others may take courses that target adult outcomes, which emphasize the functional life skills, both in and outside the classroom for their future in their community, at large.

Expanded Educational Opportunities

The Advanced Placement Program (AP) is one of the best-know programs of the College Board, a national nonprofit membership whose mission is to prepare,

inspire, and connect students to college and opportunity. The College Board is committed to the principle that “all students deserve an opportunity to participate in rigorous and academically challenging courses.” Each AP course has a corresponding exam that schools administer worldwide in May. Based on the exam score, most universities grant college credit for equivalent courses. The current cost to the student per AP exam is \$84.00. In order to encourage all students who feel confident in their skills to invest the time and expense to take the AP exam at the end of their course(s), the school offers the following refunds proportionate to student performance:

AP Exam Score	Refund
3	\$ 50.00
4	\$ 60.00
5	\$ 70.00

Dual Enrollment

Prerequisite: GPA 3.0, ACT English -18, ACT Math- 19, ACT Composite- 20(typical requirements)/Fee-TBA

Credit:1 high school credit per 3 hour course

Grades: 10-12

Note: Eligible students must apply for dual enrollment and pay applicable fees. The dual enrollment program is open to eligible students who have successfully completed ninth grade to students in their senior year. Students who are admitted to the program may enroll in up to nine semester hours per semester.

Extended Time (ET) Classes

Note: Each class must have a minimum of 15 students and available staff to offered. No transportation is provided.

Extended Time (ET) classes are typically offered before school beginning at 6:52 a.m. These classes abide by the same rules as regular classes, including absences and tardies. If a student stop attending an ET class or is absent 11 or more class periods, a grade of F6 will be posted.

Industry Based Certifications

An industry-based certification is tangible evidence that an individual has successfully demonstrated skill competencies in a specific set of work related tasks, single occupational area, or a cluster of related occupational areas. IBC's are granted to qualifying students who have taken the coursework and passed the examinations required by the employer/industry partner granting the certification. Teachers whose courses qualify will advise students of these opportunities

Ouachita Parish Driver Education

Prerequisites: Age 15+
Fees: TBA

Driver education is offered after school several times each year and during the summer. Students are accepted in the course on a "first-come; first serve" basis. Course offerings are announced via intercom. Students register and pay in the main office.

Barber Styling

Prerequisite: Grades 11, 12
16 years old

Fees: TBA

Must present Birth Certificate and Photograph for Student License along with

\$90.00 Money Order to the State of Louisiana Board of Barber Examiners for Student License.

The Barber-Styling course is designed to prepare students to enter the next phase of the program for a Barber-Styling School. The competency-based course includes classroom instruction and practical/lab experience developed through experience in a school-based, on-site shop which is equipped and managed by a licensed instructor. Students will learn to comply with industry standards regarding the safe use of tools, equipment, and materials used in the barbering profession, identify rules and regulations governing the practice of Barber-Styling in the state of Louisiana, learn shop management and selling techniques, receive training to become entrepreneurs in the barbering field, and develop good customer service skills.

Small Engine (4-Stroke)

Prerequisite: 11th & 12th **Fees:** TBA

This hands-on course introduces 4-stroke engine components and systems. Students take the engine apart to learn how each piece fits and works together to power recreational and commercial equipment.

The Small Engine course provides students opportunities to become familiar with the components and operating principles of the small engine. Topics covered include the similarities and differences in 2-stroke and 4-stroke engines. Engine part identification and definitions are emphasized.

Welding I

Credit: ½ unit
Grades: 11,12
Prereq: Alg I

This course provides the students the skills necessary for a career with a basic entrylevel position in welding. The course

will introduce the students to the areas of shielded arc welding, oxy-fuel cutting, welding safety, blueprint reading, welding terminology, and agricultural manufacturing. The emphasis for this course will be developing the student's skills and understanding of the welding field. Topics of study include welding safety, tool identification and care, oxy-fuel cutting, shielded arc welding, welding joints, welding positions, and special applications of welding. Core curriculum areas reinforced in this course are: mathematics, science, and critical thinking skills.

special applications of welding. Mathematics, science, and critical thinking skills are reinforced in this course. Work-based learning strategies appropriate for this course are school-based enterprises, internships, cooperative education, and apprenticeships.

Welding II

Credit: ½ unit
Prereq: WS I
Grades: 11,12

This course is a culminating course designed to use and reinforce the skills acquired in the Welding Systems I. The emphasis for this course will be developing the student's skills and understanding of the welding field for employment in the area. Topics of study include welding safety, blueprint, reading, tool identification and care, oxy-fuel cutting, shielded arc welding, welding joints, welding positions, and

School Services

The SBLC serves as a screening and problem-solving committee to help with difficult situations at the school level. It is a decision –making body responsible for seeking an answer to the question, “What else can we do for this child at our school?” Students may request a referral or be referred by a parent or school personnel. The committee is comprised of the principal, assistant principal, counselors, the school SBLC chairperson, special education personnel, the school psychologist, the referring teacher, and any teacher(s) knowledgeable in alternative educational approaches. Parents are always welcome to attend to participate in discussions. Parents must attend if a decision is made regarding their child.

School Counseling Program

Professional school counselors are trained to work with students, individuals, and organizations to promote academic, career, and personal and social development. They advise students regarding college majors admission and scholarship requirements, entrance exams, financial aid, trade or technical schools, and career choice. They work with students individually, with small groups, or with entire classes. School counselors help students understand and deal with social, behavioral, and personal problems. Counselors also try to identify cases of domestic abuse and other family problems that can affect a student’s development. Counselors collaborate with parents, teachers, school administrators, school psychologists, medical professionals, and social workers in order to develop and implement strategies to help students be successful in the education system. RHS freshmen are assigned a unique counselor, and 10-12 grade students are assigned a counselor based upon their last name. Each counselor maintains student schedules, cumulative records, transcripts,

and case files for their students. The student counselor ratio averages 280:1.

School Nurse Program

The school nurse is available (as determined by the parish) for assessment of health concerns, health counseling and education for students and staff. She serves as a health resource available by appointment and/or during a health crisis. He/she develops health care and emergency plans for students with medical needs; conferences with parents of children that require medication at school; performs physical assessments and develops appropriate health plans; performs vision and hearing screenings and makes referrals for failures; works in collaboration with SBLC in developing Individual Health Plan (IHP’s); consults with staff on special health needs of students; provides in-services and CPR training for staff; provides classes on breast self exam, cervical cancer, and abstinence/adoption. She is also a member of the crisis management team.

School Resource Officer

A commissioned law enforcement officer from the Ouachita Parish Sheriff’s Department is assigned to a certain high school in Ouachita Parish on a full time basis. This Deputy Sheriff must have at least five years of law enforcement experience prior to appointment. He/she will conduct routine patrol of the assigned school campus, both inside and out. He/she will participate in designing crisis response plans and programs and conduct school safety assessments. This officer will also coordinate with local emergency responders. He/she will attempt to collect and analyze intelligence related to possible school threats, as well as be a liaison with your local and juvenile courts. The deputy serves as a mentor and role model, encouraging positive work habits, and high moral standards.

School Psychologist Program

The school psychologist is available by appointment and during times of crisis intervention to address many aspects of student, family, and teacher and mental health. He/she serves as evaluation coordinator and resource person to school personnel; conducts individual evaluations in accordance with Louisiana's Pupil Appraisal Handbook; administers and interprets psychological/educational tests and other assessments; prepares integrated written reports on students referred for individual evaluation; consults with other staff members in planning programs to meet the special needs of students; develops behavior management programs for students in need of behavioral interventions; and, provides counseling services as determined by the individual evaluation and IEP committee. The school psychologist fosters positive relationships with parents as evidenced by reporting pupil progress, academic progress, and behavior problems. The psychologist adheres to the Code of Ethics established by The National Association of School Psychologists and local school system.

Section 504 Coordinator: Angela Gholston

Section 504 protects all handicapped students defined as those having any physical or mental impairment that substantially limits one or more major life activities (include learning). If a school has a reason to believe that a student needs special accommodations or services in the regular setting in order to participate in the school program, the school must develop and implement a plan (IAP) for the delivery of needed services. Parents of students with a current IAP from the middle school should be sure that the middle school notifies the high school so that appropriate accommodations can be made in high school classes.

All individuals who are disabled under the Individuals with Disabilities Education ACT (IDEA) are also considered to be handicapped and therefore protected under Section 504; however, all individuals who have been determined to be handicapped under Section 504 may not qualify as disabled under IDEA (e.g., meet the eligibility criteria for the exceptionalities of autism, deaf-blindness emotional disturbance, hearing impairment, mental disability, multiple disabilities, orthopedic impairment, other health impairment, specific learning disability, speech or language impairment, traumatic brain injury, and/or visual impairments). Section 504 is not an aspect of special education; it is a responsibility of the general public education system.

Course Progressions

Pathways	9th	10th	11th
TOPS 4	English I	English II	English III/Business English
TOPS 4	Algebra I	Geometry	Algebra II
TOPS 2	Algebra I/Math Essentials	Business Math	Financial Literacy
TOPS 4	Algebra I/Math Essentials	Geometry	Algebra II
TOPS 4	Geometry	Algebra II	Algebra III or Adv Math
TOPS 4	Geometry GT	Algebra II GT	Precal GT
TOPS 4	Physical Science	Biology I	Chemistry
TOPS 4	Biology I	Chemistry I	Bio II or Chem II
TOPS 2	Physical Science	Biology I	
TOPS 2	Civics		US History
TOPS 4	Civics	World Geography	US History
TOPS 4/2	Quest for Success		
TOPS 4/2	PE I	PE II/Health	
TOPS 4	Spanish I	Spanish II	

□ These are examples and sequences may change due to individual student and courses taken

RHS Courses

(Unless otherwise noted, courses are offered for one credit. DE/ Dual Enrollment)

Academic Support	Math	
Math Essentials	Advanced Math	
Basic Academics	Algebra I (H),	
Credit Recovery	Algebra I Part I, II	
Reading	Algebra II (H)	
	Geometry I	
	Math Essentials	
Art I	Algebra III	
Art II		
Art III	Music	Expanded Educational Opportunities
Art IV	Fine Arts Survey(½)	Dual enrollment
Fine Arts Survey (Art ½)	Instrumental Music	Extended Time (ET)
	Beginning Band	Industry Based Certifications
Business & Computer ED	Advanced Band	Ouachita Parish Drivers Ed. (15) yr.
Administrative Support Occupation (ASO)	Jazz Ensemble	
Business Law ½	Percussion	
Business Computer Applications	Studio Piano I	
Entrepreneurship	Vocal Music	
Intro to BCA	Beginning Choir	
Intro to BCA (S2)(½)	Intermediate Choir	
Digital Graphics		
Recordkeeping		
Communications	Army Junior ROTC	
Speech I/II	Army Junior ROTC I, II, III, IV	
English	School Work Programs	
English I, (GT)	GCE	
English II, (H), (GT)		
English III, (H) (GT)		
English IV, (H), GT		
Technical Writing		
Business English		
Family & Consumer Science	Science	
Adult Responsibilities(½)	Biology I (H)	
Child Development(½)	Biology II (H)	
Family & Consumer Science I, II	Chemistry I (H)	
Nutrition & Food(½)	Environmental Science	
Parenthood(½)	Physical Science (H)	
Pro Start I, II	Chemistry II (DE)	
Foreign Language	Social Studies	

Spanish I, II, III, IV	US History	
	Civics	
	World Geography	
Health & Physical ED	World History	
Adaptive PE I, II		
Health Education(½)		
PE I, II, III, IV (Basketball)		
PE I, II, III, IV (Boys)		
PE I, II, III, IV (Girls)		
PE elective		
Sports Medicine 1 & II		
Health Occupations	Special Course Descriptions	
First Responder	Quest for Success	
Medical Terminology	Star I	

Clubs/Sports/Activities

Rotary Club

National Honor Society

Art

Band

Choir

Dance Team

FCCLA

FFA

Journalism

National Honor Society

Robotics

Spanish

Student Council

Tech-Connect

Baseball

Boys'/Girls' Basketball

Cheerleading

Color Guard

Football

Golf

Digital Media

Girls Powerlifting

Softball

