

# RUGBY HIGH SCHOOL

## 2026 - 2027

# REGISTRATION GUIDE



### Message to Parents

This Registration Guide has been prepared to assist you in providing the guidance and counsel that your children need as they prepare to decide on the courses that they will take next year. Pre-registration time provides you with an opportunity to talk to your son/daughter about his/her past accomplishments and future goals. In order for a student to select a good academic program of classes, it is important for parents to be involved.

One of our goals at RHS is to provide a variety of course offerings that should meet the needs and interests of all students. Students are encouraged to take advantage of the curriculum in order to fully prepare themselves for university study or post-secondary vocational training. It is now possible for students to take courses via the Internet or through a correspondence study through one of the universities if such courses are not available in our curriculum. In addition, these courses may be taken for both high school and college credit, called Dual Credit. If students are interested in this opportunity, they should contact the office for an application. There are some admission requirements.

If you have any questions or concerns or conflicts in scheduling your course selections, contact the high school principal, or the guidance counselor. We will attempt to resolve all conflicts in scheduling, but there may be times when the students will have to make a choice between two subjects because changing the class schedule to accommodate one person may create conflicts for many others. You may want to make a direct contact with the teacher if you have questions about a course. We are here to help your child with the decision he/she must make in taking the courses that will be most beneficial for future success.

### **Use of This Registration Guide**

Please review the contents of this Registration Guide before you schedule your courses for next year. You will want to know what the requirements are for admission to the North Dakota University System if attendance at a four-year university is your goal. You will also want to know the requirements needed to be eligible for a North Dakota Academic or Career and Technical Scholarship. For each course offered there is a general description of the course content. If you want more details about the expectations in each of the courses, you should contact the teacher.

It is generally understood that students should take courses that are designed for their grade level. If a student delays taking a junior year course until the senior year, for example, it is possible that there could be conflicts with the required courses. Often these conflicts cannot be resolved. Of course, an attempt will be made to accommodate the wishes of all students. You will find a recommended list of courses to take at the various Grade Levels elsewhere in this booklet.

### **Minimum Class Load**

Students must enroll in classes for a minimum of seven periods per day. All students have a Student Responsibility Block (SRB) during the last period of the day. Almost all teachers are available to students during SRB. SRB time is necessary for student interventions, library access, teacher help, and to take care of classroom assignments.

### **Class Identification**

**RWC** (Regular Works Classes) – These sections are designed to meet the basic educational needs of all high school students without consideration of special ability.

**PWC** (Practical Works Classes) – These sections provide for the specific needs of students with educational deficiencies.

**DC** (Dual Credit Classes) – These classes allow eligible high school juniors and seniors to take college courses and earn high school credit once the college work has been completed.

### **CHECK LIST CHECK CAREFULLY FOR:**

1. Enrollment totaling at least 7 credits.
2. Sufficient credits earned to enable graduation with the student's class.
3. Specific subject area credit requirements for the particular grade of the student.
4. The necessity of repeating any previously failed required subjects.
5. Prerequisites - both subject and grade level.
6. Compatibility of student ability and subject difficulty.

## **Admissions Requirements**

The State Board of Higher Education recently approved a new admissions index and increased the number of core courses required for admission into its four-year and research universities.

- Standards for Dickinson, Mayville and Valley City will be a minimum GPA of 2.0 and ACT of 18.
- Standards for Minot State will be a GPA of 2.75 and ACT of 21.
- UND and NDSU standards will be a minimum GPA of 2.75 and ACT of 22.
- All four-year universities will require students to complete 13 core courses in high school.
- For NDSU and UND, requirements will be 14 core courses.

### **Two-year State College – Vocational/Technical College Admissions (Recommended for Admission)**

- English/Language Arts 4 credits
- Mathematics\* 2 credits
- Lab Sciences\*\* 2 credits
- Computer Sciences 2 credits
- Electives 7 credits
- Physical Education and Health 1 credit

\*Students may be required to take an "Algebra" course in college.

\*\*Students may be required to take a "Science" course in college.

## **North Dakota Academic Scholarship**

The North Dakota Scholarship

The North Dakota Scholarship is worth \$6,000 and can be used at approved colleges, universities, professional schools, and registered apprenticeship programs in North Dakota. The North Dakota Scholarship has several components. The first component is the essential skills. All students must fulfill the requirements of the essential skills in order to be eligible for the scholarship. The next three components are Post-Secondary Ready, Workforce Ready, and Military. Students must meet 2 of those 3 components to be eligible. Any student that meets the essential skill requirements, as well as 2 of the 3 (Post-Secondary Ready, Workforce Ready, and Military Ready) components, qualifies for the North Dakota Scholarship. Please see the North Dakota Scholarship Framework for specific details on the requirements of each component of the North Dakota Scholarship Requirements.

[https://www.nd.gov/dpi/sites/www/files/documents/SAO/Scholarships/ND\\_SCHOLARSHIP\\_230803.pdf](https://www.nd.gov/dpi/sites/www/files/documents/SAO/Scholarships/ND_SCHOLARSHIP_230803.pdf)

An accredited institution of higher education is a post-secondary institution offering at least a 2-year degree regardless if all programs are 2 years or more in duration. A student may use either the North Dakota Academic Scholarship or the North Dakota Career and Technical Education Scholarship at the following institutions:

### **State Universities**

Dickinson State University, Mayville State University, Minot State University, North Dakota State University, University of North Dakota, Valley City State University

### **Two-Year Colleges**

Bismarck State College, Candeska Cikana Community College, Fort Berthold Community College, Lake Region State College, Dakota College at Bottineau, North Dakota State College of Science, Sitting Bull College, Turtle Mt. Community College, Williston State College, Untied Tribes Technical College

### **Private Colleges**

Jamestown College, MedCenter One College of Nursing, Trinity Bible College, University of Mary, Rasmussen College

### **High School Diploma Requirements**

1. 4 units of English language arts from a sequence that includes literature, composition, and speech
2. 3 units of mathematics
3. 3 units of science
  - 1 unit of physical science
  - 1 unit of biology
  - 1 unit (or 2 half-units) of any other science
4. 3 units of social studies, including:
  - 1 unit of US history
  - 1 unit of problems of democracy
  - 1 unit of world history
5. 1/2 unit of physical education, health, personal finance, and consumer education
6. 2.5 units of
  - Foreign languages
  - Fine arts or
  - Career and technical education courses
7. Any 6.5 additional units

### **ITV (Interactive Television Courses)**

Students must receive approval from the principal or counselor to enroll in courses through ITV. To enroll for an ITV course the student must have a “B” or higher cumulative GPA. The student must also have the demeanor to have the discipline necessary to be self directed. Due to the cost of ITV courses to the school district it is necessary that a student be positive that they will enroll in the course if they pre-register for the course. If a student drops a pre-registration request for an ITV course, the student will not be able to enroll in any dual credit or ITV courses in the future.

### **Dual Credit Courses**

The dual credit program allows eligible high school juniors and seniors to take college courses and earn high school credit once the college work has been completed. Students who are college bound and academically able can reap these benefits:

- More gradual transition into college
- Investment of study time which serves two purposes
- Challenging course-work option for gifted students
- Cost-effective way to invest in credits while still living at home
- Potential to shorten the duration of campus-based study
- Possible early registration privilege at degree-granting institution.

Students must meet certain requirements before being accepted for ‘Dual Credit Courses.’ Students must receive approval from the principal or counselor to enroll in dual credit courses. To enroll for a dual credit course the student must have a “B” or higher cumulative GPA. The student must also have the demeanor to have the discipline necessary to be self directed. The principal and the college of choice would have to approve the application. All costs associated with Dual credit would be borne by the student. All tuition, textbooks, and registration fee payments are to be made to the college. If the teacher of record is a Rugby High School teacher, textbooks for the course will be provided by the school.

Non-Rugby instructors do not use Powerschool. Instructors will provide course syllabus and instructor contact information.

## AGRICULTURE EDUCATION

### **Intro to Ag. A (01012)** (RWC, 1/2 credit)

This course is a basic orientation to agriculture/agribusiness. Units of study include the importance of agriculture leadership development and personal growth, introduction to plant science, livestock science, soil science, agriculture careers and supervised agriculture experience programs, food science, cold metal, carpentry, and safe tractor operation.

### **Intro to Ag. B (01012)** (RWC, 1/2 credit) Prerequisite: Ag. 1A

This course is a basic orientation to agriculture/agribusiness. Units of study include the importance of agriculture leadership development and personal growth, introduction to plant science, livestock science, soil science, agriculture careers and supervised agriculture experience programs, food science, cold metal, carpentry, and safe tractor operation.

### **Foundations of Ag. A (01011)** (RWC, 1/2 credit) Prerequisite: Previous Ag. course or Instructor approval.

Units of study include metal fabrication (arc, oxyacetylene, MIG, plasma arc, and thermo plastic welding), leadership development and SAEP, livestock selection and management practices, range science, managing agriculture with the computer, and introduction to landscape horticulture.

### **Foundations of Ag. B (01011)** (RWC, 1/2 credit) Prerequisite: Ag. 2A

Units of study include metal fabrication (arc, oxyacetylene, MIG, plasma arc, and thermo plastic welding), leadership development and SAEP, livestock selection and management practices, range science, managing agriculture with the computer, and introduction to landscape horticulture.

### **Agriculture Education 3A (01073)** (RWC, 1/2 credit - offered on alternating years). Prerequisite: Previous Ag. course or Instructor approval.

Units of study will include Public Speaking with a concentration on memorized speech, Parliamentary procedure and conduct of meetings, FFA activities, and Hydraulics theory and systems.

### **Agriculture Education 3B (01073)** (RWC, 1/2 credit - offered on alternating years). Prerequisite: Previous Ag. course or Instructor approval.

Units of study will include Drafting, Application for awards and proficiencies, Global positioning systems, Job skills (applications, resumes, etc...) Structures (scale model buildings), and independent projects.

### **Agriculture Education 4A (01074)** (RWC, 1 credit - offered on alternating years). Prerequisite: Previous Ag. course or Instructor approval.

Units of study will include Public Speaking with a concentration on extemporaneous speech, Parliamentary procedure, FFA activities, and Ag sales.

### **Agriculture Education 4B (01074)** (RWC, 1 credit - offered on alternating years). Prerequisite: Previous Ag. course or Instructor approval.

Units of study will include Home Electricity, Plumbing, Concrete, and Farm business management, Application for awards and proficiencies, and independent projects.

### **Agriculture Mechanics Technology I (01043)** (RWC, 2 period block -1 credit - offered on alternating years).

Prerequisite: Previous Ag. course or Instructor approval. Units of study will include small engine safety, tools, and theory. We will cover small engine systems as well as disassembly, evaluation, reassembly, and overhaul. Students may be expected to supply a motor for evaluation and repair or maintenance. Advanced welding and metal work may also be included.

### **Agriculture Mechanics Technology 2 (01044)** (RWC, 2 period block - 1 credit - offered on alternating years). Prerequisite: Previous Ag. course or Instructor approval.

Units of study will center on advanced welding, project planning and construction. We will utilize all metal working tools at our disposal including MIG welders, plasma cutters, and metal working tools. Students will design, plan, and construct metal projects. Depending on time and project availability, this class may also focus on large scale construction of sheds and garages etc...

**Ag Sales & Services (01034)** (RWC ½ credit) - The course will focus on planning, management, finance, technical and production skills, underlying principles of technology, labor issues, community issues, and health, safety, and environmental issues.

**Advanced Animal/Vet. Science (01990)** (MWC, ½ credit) This course will cover numerous topics within the animal/veterinarian science field. Units of study will be classification of animals, anatomy, physiology, genetics, and reproduction. The focus of study will be a laboratory/hands-on application.

**Agriculture Co-op Work Experience (01999)** – (RWC, ½ credit) Cooperative work experience conforms to related instruction in which the student is enrolled and is consistent with the student's expressed occupational intent. Emphasis is on student employment. Students must have a job that will allow them to work Monday – Friday. The job must be pre-approved by the Ag. Ed. Department Chair.

**Supervised Agriculture Experience Program (01995)** – (RWC, ¼ credit) Fulfillment of the standards outlined in the Policy Statement for Supervised Agricultural Experience Programs in Agriculture Education in North Dakota. All students are required to complete a minimum program of Supervised Agriculture Experience; those who wish to exceed the minimum may earn 1/4 credit each year.

**Meat Processing & Science (01068)** (RWC 1/2 credit) – Units of instruction include, meat department management, governmental standards, grading, carcass pricing, ground meat formulations, sausage production, meat fabrications, wrapping & marketing. Prerequisite: Previous Ag. course or Instructor approval. Seniors will have first preference for enrollment.

**Botany/Horticulture 1 (01053)** (RWC, Grades 11-12, ½ credit)  
These courses prepare students to produce greenhouse/nursery plants and to maintain plant growth and propagation structures. Topics to be covered include: soils, plants, plant identification, and plant entomology. Courses examine the importance of plant cell structures, functions of cells, plant processes, nonvascular plants, vascular plants, roots, stems, leaves, flowers, and reproduction of plants. Students may be introduced to the biological, environmental, conservation, and ecological concepts encountered in our environment. Landscape design units will prepare students to design, construct, and maintain planted areas and devices for the beautification of home grounds and other areas of human habitation and recreation. These courses will reinforce and extend students' understanding of science by associating basic scientific principles and concepts with relevant applications in agriculture. Leadership development and supervised agricultural experience programs are also an integral part of this course.

**Botany/Horticulture 2 (01053)** (RWC, Grades 11-12, ½ credit)  
These courses prepare students to produce greenhouse/nursery plants and to maintain plant growth and propagation structures. Topics to be covered include: soils, plants, plant identification, and plant entomology. Courses examine the importance of plant cell structures, functions of cells, plant processes, nonvascular plants, vascular plants, roots, stems, leaves, flowers, and reproduction of plants. Students may be introduced to the biological, environmental, conservation, and ecological concepts encountered in our environment. Landscape design units will prepare students to design, construct, and maintain planted areas and devices for the beautification of home grounds and other areas of human habitation and recreation. These courses will reinforce and extend students' understanding of science by associating basic scientific principles and concepts with relevant applications in agriculture. Leadership development and supervised agricultural experience programs are also an integral part of this course.

**Community Development (01993)** (RWC, Grades 11-12, 2 period block, 1 credit)  
This course provides students in agriculture an opportunity to understand the principles and fundamentals of the community development and gain an appreciation of essential community needs. Students will have the opportunity to study the community development process and select, plan, and implement a community development project or projects. Community leadership development and service learning are integral to the success of this course. The course will cover basic safety, construction math, introduction to hand tools, introduction to blue prints, and basic rigging. It is a hands-on course introducing students to the fundamentals of construction.

**Welding** (RWC, Grades 11-12, ½ credit) Prerequisite: Ag. Ed. 1 & 2. Students will be exposed to various types of welding. Students will be introduced to all types of welds and welding rods and perform each weld in the three main positions( Flat, horizontal and overhead). The main focus will be arc welding and oxyacetylene welding/cutting. We will also be covering the aspects of weld testing such as destructive visual and guided bend testing. We focus not only on the welding hobbyist but prepare students for a career in welding as well. Students are encouraged to advance as far as their skills will let them in our self-paced class. We will utilize all metal working tools at our disposal including MIG welders, plasma cutters, CNC Plasma, and metal working tools. Students will design, plan, and construct metal projects. Depending on time and project availability, this class may also focus on large scale construction of trailers, bail feeders, cattle panels etc.

**Advanced Welding** (RWC, Grades 11-12, ½ credit) Prerequisite: Welding. Students will be exposed to various types of advanced welding. Students will be introduced to all types of welds and filler metals and perform each weld in the three main positions( Flat, horizontal and overhead). The main focus will be in wire welding in short arc, globular, spray transfer, and aluminum. We will also be covering the aspects of weld testing such as destructive visual and guided bend testing. We focus not only on the welding hobbyist but prepare students for a career in welding as well. Students are encouraged to advance as far as their skills will let them in our self-paced class. We will utilize all metal working tools at our disposal including MIG welders, plasma cutters, CNC Plasma, and metal working tools. Students will design, plan, and construct metal projects. Depending on time and project availability, this class may also focus on large scale construction of trailers, bail feeders, cattle panels etc.

## MARKETING COURSES

**ENTERTAINMENT & SPORTS MARKETING 1** (RWC, 9th Grade Only, ½ credit) Students explore career opportunities and key marketing issues facing organizations in the sports and entertainment industries, including event planning, promotion, advertising and marketing management. Students also explore recent developments in the sports and entertainment industries, including music, theatre, theme parks, movies, television and streaming services along with amateur, college, professional, extreme and international sports. Students use case studies, hands-on projects and computer simulations to learn about and demonstrate their knowledge of contemporary sports and entertainment marketing strategies. Students in this course are eligible to join DECA, which is an international association of marketing students. DECA members meet new friends, participate in social events, travel to state, regional and international conferences, develop leadership skills and share their time and talents to benefit our local community.

**ENTERTAINMENT & SPORTS MARKETING 2** (RWC, 9th Grade Only, ½ credit) Prerequisite: Entertainment & Sports Marketing 1.

**MARKETING 1** (RWC, Grades 10-12, ½ credit) This course helps prepare students for ANY career by exploring how concepts related to marketing, hospitality & tourism and finance influence business, industry and personal success. Students complete hands-on projects and experience “authentic learning opportunities” including, developing promotional campaigns for local businesses, manufacturing & distribution companies, non-profit organizations, sports teams or entertainment venues. Students enrolled in Marketing are eligible to join DECA, which is an international association of marketing students. DECA members meet new friends, participate in social events, travel to state, regional and international conferences, develop leadership skills and share their time and talents to benefit our local community. Marketing is a course that will benefit ALL STUDENTS, regardless of their future education and career objectives!

**MARKETING 2** (RWC, Grades 10-12, ½ credit) Prerequisite: Marketing 1.

**MANAGEMENT/ENTREPRENEURSHIP 1** (RWC, Grades 11-12, ½ credit); Prerequisite: Marketing 1 & 2. Management/Entrepreneurship focuses most specifically on skills related to managing a retail operation in preparation for establishing and operating a school-based enterprise at RHS (school store) in the future. **Management** refers to the process of achieving company goals by effective use of resources—involving such things as planning, organizing and controlling. This course emphasizes how marketing and management skills are used in **Entrepreneurship**—the process of starting and operating your own business enterprise. Students enrolled in this course are eligible to join DECA, which is an international association of marketing students.

**MANAGEMENT/ENTREPRENEURSHIP 2** (RWC, Grades 11-12, ½ credit); Prerequisite:

Management/Entrepreneurship 1.

**SCHOOL-BASED ENTERPRISE** (RWC, Grades 11-12, ½ credit); Prerequisite: eligible students have completed or are concurrently enrolled in Management/Entrepreneurship and are selected using an interview process coordinated by the instructor. Students demonstrate skills related to management, controlling, merchandising and sales promotion for a school store that serves the needs of students, staff and the community. Students develop and execute marketing plans related to the overall operation of the school store, including coordinating, promoting, conducting, and evaluating in-store promotions. Students selected for this program have successfully completed (or are concurrently enrolled in) Management/Entrepreneurship and have demonstrated a high level of competency through prior participation in Marketing Education and DECA.”

**SCHOOL-BASED ENTERPRISE 2** (RWC, Grades 11-12, ½ credit); Prerequisite: School Store Manager 1.

**MARKETING COOPERATIVE (CO-OP) WORK EXPERIENCE (14999)** (RWC, ½ credit) Prerequisite: Only available to Seniors. Seniors enrolled in Marketing CO-OP earn school credit for work on the job in occupational areas relating to the Marketing Education curriculum at RHS. Acceptable workstations are based on local availability and could include positions in advertising, visual merchandising, retailing, food marketing, finance & credit, restaurant, social media marketing, hospitality & tourism, travel & transportation and recreation. Students accepted to the program based on a written application will receive a list of potential workstations in the spring and/or summer. Each student, her/his parent/guardian, the instructor and the student’s employer/supervisor each signs a formal training agreement outlining the expectations of each party. The instructor develops a specific training plan with the employer/supervisor for each student based on her/his duties at work. Students are assessed by their employer/supervisor under the guidance of the instructor, who also performs on-site visits and assesses student written work during the student’s placement. Students may or may not be paid a wage by the employer.

## **FAMILY & CONSUMER SCIENCE**

**Child Development 1&2 (09026)** (RWC, Grades 9-12, 1/2 credit)

This course provides students with an opportunity to understand the principles and fundamentals of the developing child and gain a better understanding of careers in this field. Students will have the opportunity to study, interact, and observe children through hands-on project or projects. Units covered throughout this course are: theorists; prenatal care; pregnancy; birth and delivery; child development 0-12 years; family health & safety; family challenges; & careers in child development. Students will be required to partake in RealityWorks infant simulator.

**Clothing 1&2 (09027)** (RWC, Grades 9-12, 1/2 credit)

This course is designed to teach students the basic knowledge of fiber/fabric identification & care; in addition to the basics of sewing on a home/industrial sewing machine. Students will study and apply the basic principles and elements of design throughout a series of hands-on projects. Students will learn how to read basic sewing patterns & additional skills associated with sewing. Students are required to complete a series of skills projects, once completed students will work on 1 large semester project of their choice – approved by course instructor.

**Independent Living (09025)** (RWC, Grades 11-12, 1/2 credit)

This course is designed to prepare young adults for making decisions for their future. The responsibilities of being independent and managing resources are strongly emphasized. Students will have extensive opportunities throughout the year to practice many of these valuable skills needed for independence. Units covered include: career exploration, job readiness, budgeting, consumer rights & responsibilities, homeownership, self-care, buying a car, nutrition, family & relationships, and sewing & clothing care.

**Fashion Design (09030)** (RWC, Grades 11-12, 1/2 credit) (Prerequisites Clothing 1 & 2)

This course is designed for students to develop an understanding of fashion, textile, and apparel industries; advanced elements and principles of design; body types; clothing silhouettes; and advanced fabric selection and construction.

**Individual Consumer Science (09140)** (RWC, Grades 9-12, 1/2 credit)

This course is designed to teach students how to empower themselves and their families across the lifespan to manage the challenges of living and working in a diverse global society. With a unique focus on families, work, and their interrelationships by providing opportunities to develop knowledge, skills and attitudes needed for family, work, and career life.

**Nutrition & Fitness (09137)** (RWC, Grades 9-12, 1/2 credit)

This is a semester course designed to teach students the basic knowledge and information of nutrition & fitness. Students will learn in-depth about the 6 essential nutrients, fad diets, careers, and developing healthy habits. Students will be exposed to a variety of community specialists in different fields within nutrition and fitness. Weekly, students will be required to partake in 50 min of new/old healthy activities assigned & guided by the instructor.

**Family Living (09132)** (RWC, Grades 9-12th, 1/2 credit)

This is a semester course designed to teach students the basic knowledge and information of family & relationships as the basic units of society. This course focuses on guiding students to better understand oneself resulting in personal growth & development. Units covered include: the family foundation, roles & responsibilities, decision making, support with family and friends, personal development, independence, and relationships. Students will acquire the knowledge and skills that are needed to make the transition to adulthood.

**FACS 1 (09022)** (RWC, Grades 9-12, 1/2 credit)

This course will help provide students with the basic knowledge needed in the adult world, with emphasis on emotional, social, and practical aspects of life. Topics that will be addressed over the semester include housing, nutrition, families and relationships, consumerism and food production.

## FINE ARTS

**Band (12051)** – (RWC, ½ credit) An instrumental music course dealing with public performance (concert band and pep band), private lessons, music appreciation, and exposure to a variety of music literature and styles. This course can be repeated.

**Chorus (12007)** (RWC, ½ credit)- A vocal music course dealing with public performance, private lessons, music appreciation, and exposure to a variety of music literature and styles. This course can be repeated.

**Piano** – (RWC, ½ credit) – This course will provide the tools a student needs to gain proficiency at playing the piano. This course is open to all experience levels and is repeatable.

**World Music Drumming** – (12057)(RWC, ½ credit) – Introduction to hand drumming traditions (West Africa, the Caribbean, and others) combined with playing other percussion instruments.

**Art Fundamentals:** (RWC, ½ credit) This semester-long course is an introduction to the fundamentals and principles of art and design. This includes covering basic art topics such as pattern, contrast, movement, balance, composition, color, line, perspective, anatomy, etc. This course focuses on pencil, ink, and watercolor projects. This course aims to teach students proper techniques for various art media, as well as how to properly care for, clean, and store art materials. Students will also be expected to learn the basics of the design process, where an idea becomes a reality in their work. This course acts as an introduction to the sketchbook, where students will have the opportunity to practice their art skills and develop ideas. This class is a prerequisite for other art courses.

**Advanced Art Exploration:** (RWC, ½ credit) (Prerequisites: 2+ Semesters of art courses, 11<sup>th</sup> and 12<sup>th</sup> grade, or teacher approval) This year-long course aims to be an advanced-level class for juniors and seniors who are interested in pursuing art in their continuing education or careers. The class focuses on the development of larger, individualized pieces. Students will choose media and topics outside their usual area of artistic focus to develop. This course has a heavy emphasis on students having the opportunity to take control of their own projects **in conjunction with** collaborative projects with other classes around the school and wider community. This course also features discussions on art philosophy, illustration, and what to expect outside of high school when entering the wider art world. Students will be expected to develop advanced design books which clearly demonstrate the process of conceptualization to production.

**Art Appreciation:** (RWC, ½ credit) This is a semester-long course which aims to allow students interested in the arts to be exposed to various art topics and media for exploration and discussion. Throughout the semester, students will learn to identify various art movements and genres as well as understand the contexts in which those movements occurred. Students will read, hear, and watch a myriad of art including historical pieces, books, film, games, and music. Students will be expected to articulate their views and understanding of the art they are shown both verbally and in written form.

**Advanced Drawing:** (RWC, ½ credit) (Prerequisites: Art Fundamentals or by teacher approval) This semester-long course is designed to explore advanced techniques in 2-Dimensional drawing through the development of few large projects. These projects will heavily emphasize fundamental techniques, such as composition, perspective, and character drawing. Drawing media include ink, pencil, charcoal, conte, etc. Students will be expected to maintain a sketchbook of heavily technical practice.

**Advanced Painting:** (RWC, ½ credit) (Prerequisites: Art Fundamentals or by teacher approval) This semester-long course is designed to explore advanced techniques in 2-Dimensional painting through the development of few large projects. These projects will heavily emphasize fundamental techniques, such as composition, perspective, and color theory. Painting media include watercolor, acrylic, and oil. This course will also heavily emphasize the importance of maintaining materials and tools, as well as teaching various techniques and necessities when cleaning each type of paint. Painting requires a strong foundation of drawing technique. As such, students will be expected to maintain a sketchbook of heavily technical practice.

**3D Art:** (RWC, ½ credit) (Prerequisites: Art Fundamentals or by teacher approval) This semester-long course focuses on the development of techniques used to create art pieces in three dimensions. A variety of media may be covered including, but not limited to, ceramics, 3D printing, basket weaving, sculpture, found items, cardboard, Papier-mâché, etc. Students would be expected to follow the design process through each project, using drawings, maquettes, and scale models to develop their ideas to their fullest potential. Students will be expected to maintain a sketchbook in order to facilitate the development of new ideas.

## LANGUAGE ARTS

\*\*“W” indicates a writing and language class; “R” indicates a reading class.\*\*

\*\*1.5 credits throughout HS must come from writing and language classes\*\*

\*\*1.5 credits throughout HS must come from reading classes\*\*

A total of 4 credits is required for graduation.

**Introduction to Language and Writing (W):** This course will focus on basic language skills necessary to write for multiple purposes, including elements of expository, argumentative, research, and creative. Students will learn the fundamentals of paragraphing, organization, and citations used in writing. Grade 9 ONLY.

**Language and Writing (W):** This course will focus on language skills necessary to write for multiple purposes including elements of narrative, expository, and argumentative writing. Students will learn sentence structure, organization, the development and support of their own ideas, and citations. Grade 9 or 10.

**Composition (W):** (*Prerequisite: Intro to Language or Advanced Language*) This course will focus on the essential writing skills necessary for writing a variety of essays, and research writing. This course is intended to give students the fundamentals needed for Argument and Logic. Grade 10 ONLY.

**Argument and Logic (W):** (*Prerequisite: Advanced Language or Composition*) This course introduces students to the elements of critical thinking, argument, logic, and rhetoric. Students will learn the elements of critical thinking, practice writing basic arguments, begin to learn rhetorical strategies used by writers, and develop their understanding of logic. This class is highly recommended for students who plan to pursue a bachelor’s degree at a four-year college or university after high school. This class must be taken prior to Comp 110. Grades 11 or 12.

**Workplace Writing (W):** *(Prerequisite -Argument and Logic)* - Workplace Writing is designed for students who want to go into a trade, enter the workforce, or prepare for business style writing. The focus is on technical writing skills and understanding how to properly communicate. 12 Grade ONLY

**Writing Workshop (W):** - *(Prerequisite: Argument and Logic)* Writing Workshop is designed for students who plan to attend a 2 or 4 year academic program. The focus is on growing research, ability, and showcasing knowledge through creative writing, research papers, understanding industry, and self driven written work. This is a great option if a student would rather do Composition 110 in college/university. 12 grade ONLY

**Comp 110 (W):** *(Prerequisite: Argument and Logic)*: This course focuses on understanding and implementing tools of inquiry including questioning, research, logic, critical thinking, and argument. Designed as a followup to Argument and Logic, students enrolled in this class will read a wide variety of nonfiction texts to better understand argumentation. Students will also practice writing arguments and research. Students who enroll in this class MUST record a score of 18 or higher on the English portion of the ACT. This class is highly recommended for students who plan to pursue a bachelor's degree at a four-year college or university after high school.

**Comp 120 (W):** *(Prerequisite: Comp 110)*: This course guides students through collegiate-level research and inquiry processes. Students will write an in-depth study of a topic of interest centered around research questions and a student-designed primary research tool. Students will also present their research during a public forum. This course will help students better understand and confidently use the wide variety of elements required during college-level research. Students who enroll in this class MUST record a score of 18 or higher on the English portion of the ACT This class is highly recommended for students who plan to pursue a bachelor's degree at a four-year college or university after high school.

### Reading/Literature-Based Classes

**Popular Literature (R):** This course will explore a variety of genres and authors. Students will demonstrate how popular literature reflects the concerns and prejudices of its own time. In this class students will read, write, and discuss. Grades 9 and 10 ONLY.

**Contemporary Literature (R):** *(Prerequisite: Popular Literature)* This course will explore the works of modern authors. Students will focus on literary analysis and critical reading skills. Students determine the underlying assumptions and values within the selected works, reflect upon the influence of societal events and social attitudes, and compare the points of view of various authors. Students enrolled in this course must be self-motivated to complete the reading and related assignments. Texts explored may include short stories, poetry, and novels. Grades 10 or 11.

**Nonfiction (R):** This course will explore nonfiction texts. Students will focus on close reading skills and will determine the author's purpose in nonfiction writing. Texts explored may include books, articles (e.g., online, newspaper, or magazine), websites, guides, and manuals. Reading activities will focus on real-life reading situations. This course is recommended for juniors and seniors. Grades 11 or 12 ONLY.

**Classics (R):** *(Prerequisite: Popular Literature or Contemporary Literature)* This course will explore various literary works that are considered classics, including Shakespeare. The genres will include short stories, novels, and poetry. Students will study theme, plot development, characterization, and the context in which the piece was written. Grades 10, 11, or 12. This course rotates every other year with Mythology.

**Mythology (R):** The course will explore Norse and Greek mythology, including the gods, goddesses, creatures, and monsters that make up these myths. We will study the people at that time, and how their beliefs and culture were surrounded by these stories. The course work will also include legends, folklore, and tales. We will also examine how mythology is still present in today's literature and popular culture. Grades 9, 10, or 11. This course rotates every other year with Classics.

**World Literature (R):** *(Prerequisite: Popular Literature or Contemporary Literature)* This course will explore the works of authors around the world. Works from French, Russian, Chinese, and Scandinavian authors may be included. Students will be allowed to select literature and authors to study. This course will also include regular discussions and writing. Grades 11 and 12. This course rotates every other year with American Literature.

**American Literature (R):** *(Prerequisite: Popular Literature or Mythology)* This course will explore the works of diverse American authors. Works from the pre-Colonial Period through the modern era may be included. Students will read, discuss, and evaluate prose to reflect on American culture, lifestyle, heritage, and history. Grades 11 and 12. This course rotates every other year with World Literature.

## MATHEMATICS

**Algebra 1A (11031)** (1/2 credit) Grade Placement: 8-11 Number theory, graphs, positive and negative numbers, mathematical sentences, polynomials, and linear equations with one and two variables.

**Algebra 1B (11031)** (1/2 credit) Number theory, graphs, positive and negative numbers, mathematical sentences, polynomials, and linear equations with one and two variables. Prerequisite: Algebra 1A.

**Consumer Math 1A (11145)** (1/2 credit) - This course will enable the student to explore the many ways math affects his or her daily life. This course is designed to prepare the student for making practical and intelligent mathematical decisions in the market place of today and tomorrow. **This course meets the RHS graduation Mathematics requirement, but does not qualify for University admission status.**

**Consumer Math 1B (11145)** (1/2 credit) - This course will enable the student to explore the many ways math affects his or her daily life. This course is designed to prepare the student for making practical and intelligent mathematical decisions in the market place of today and tomorrow. **This course meets the RHS graduation Mathematics requirement, but does not qualify for University admission status.**

**Algebra IIA (11032)** (1/2 credit)- Number systems are reviewed and extended. Some topics to be studied include functions, systems of equations, and elements of chance and computer investigations. Prerequisite: Algebra 1.

**Algebra IIB (11032)** (1/2 credit)- Number systems are reviewed and extended. Some topics to be studied include functions, systems of equations, and elements of chance and computer investigations. Prerequisite: Algebra IIA.

**Geometry 1A (11120)** (1/2 credit) - Geometry is an organized approach to the study of thought processes. The studies of properties pertaining to thought processes. Geometric figures such as points, lines triangles, circles, and other polygons provide the means for the study.

**Geometry 1B (11120)** (1/2 credit) - Geometry is an organized approach to the study of thought processes. The studies of properties pertaining to thought processes. Geometric figures such as points, lines triangles, circles, and other polygons provide the means for the study. Prerequisite: Geometry 1A.

**Trigonometry (11160)** (Dual Credit Option, ½ credit) – Prerequisite or Co requisite: Algebra 2A. In this course we will study trigonometric functions and apply them to real world problems. We will also look at the trig identities and their inverses. This will lead into the study of complex numbers along with exponential functions and their inverses.

**College Algebra (11034)** (Dual Credit Option, ½ credit) - Relations and functions, equations and inequalities, complex numbers, polynomial, rational, exponential, and logarithmic functions, systems of equations, matrices and determinants, sequences and summations. Prerequisite: Algebra II, ACT score of 21.

**Pre-Calculus (11034)** (Dual Credit Option, ½ credit) - This is a course designed to provide the student an introduction to abstract mathematics. The study of various mathematical functions is provided in the course nucleus. Prerequisite: College Algebra.

**College Algebra / Pre-Calculus Zero Period** (Dual Credit, ½ credit each semester. DCB) Course description for 103 and 107 are listed above.

**Statistics (11150)** (Dual Credit Option, ½ credit) – Statistics show up in all of our everyday lives, from politics to shopping comparisons, news to workplace decisions. In this course, we will try to better understand those statistics using descriptive statistics, probability, estimation, hypothesis testing, and linear regression. Statistics classes are a common area of study used to satisfy some kind of requirement in many college majors, as well as serve as a prerequisite for more advanced classes in a variety of disciplines. Prerequisite: Algebra I.

## PHYSICAL EDUCATION

**Physical Education 9 (08030)** (RWC, ½ credit). A combination of physical education activities to be selected from lifetime games and sports such as tennis, badminton, walking, physical conditioning, basketball, soccer, volleyball, flag football, floor hockey, fitness tests, softball type games, weightlifting and other activities. The importance of physical activity is stressed.

**Physical Education 10-12 (08030)** (RWC, ½ credit). Grade 10-12 physical education elective. A combination of physical education activities to be selected from lifetime games and sports such as tennis, badminton, golf, archery, paddle tennis, bowling, basketball, soccer, flag football, floor hockey, hiking, weightlifting and other activities. This course can be repeated.

**Weight Training 1 & 2 (08030)** (RWC, ½ credit). Grade 10-12 physical education elective. This course is designed to give students the opportunity to learn weight training concepts and techniques used for obtaining optimal physical fitness. Students will benefit from comprehensive weight training and cardiorespiratory endurance activities. Students will learn the basic fundamentals of weight training, strength training, aerobic training, and overall fitness training and conditioning. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime. This course can be repeated.

**Personal Fitness (08044)** (RWC, ½ credit). Grade 9-12 physical education elective This class is built around putting the five Health Related Components of Physical Fitness into practice. Students will participate in a wide variety of activities meant to improve fitness levels including, but not limited to, stretching, Yoga, High Intensity Interval Training, weight training, muscular endurance training, plyometrics, cardiovascular training, and more. The goal of this course is to improve ones overall fitness. Students will be empowered to make wise choices, meet challenges, and develop positive behaviors in fitness, wellness, and movement activity for a lifetime

## HEALTH

**Health (08010)** (RWC, ½ credit). Freshman required course. The student will study community health, consumer health, disease control, family living, mental health, personal health, safety, and accident prevention.

## SCIENCE

**Physical Science 1 (13030)** (RWC, 1/2 credit). *Freshman required course.* Students investigate the composition of matter and the physical and chemical changes it undergoes. Students use science process skills to study the fundamental structure of atoms, the way atoms combine to form compounds, and the interactions between matter and energy. It includes units on laboratory procedures, measurement, of matter and its interactions. This is a laboratory science.

**Physical Science 2 (13030)** (RWC, 1/2 credit). *Freshman required course.* This course is a combination of the elementary fundamentals of physics. Students will study matter, energy, motion, and various laws of physics. It includes units on laboratory procedures, measurement, motion, machines, heat, sound, light, and electricity. This is a laboratory science.

**Biology 1A (13020)** (RWC, 1/2 credit) – *Sophomore required course.*

The student will develop an understanding of processes which are basic to life. In this introductory course, students will utilize and apply scientific inquiry, investigate the interdependence of living things, and explore homeostasis within cells and systems. This is a laboratory science.

**Biology 1B (13020)** (RWC, 1/2 credit) – *Sophomore required course.*

The student will develop an understanding of processes which are basic to life. In this introductory course, students investigate continuity (reproduction, inheritance and development,) the way organisms change over time, and the classification and diversity of living things. This is a laboratory science.

**Applied Science 1 (13034)** (PWC, ½ credit) *Junior/Senior level elective.* Pre-requisites: Algebra 11/12 and Algebra 13/14 or consumer math.

Applied Science 1 consists of units of study including but not limited to human biology, Earth's atmosphere, ecology, wave phenomenon, and electricity. This application-oriented, hands-on approach will assist the student to make the connection between abstract ideas and concrete experiences. **This course meets the RHS graduation Science requirement, but does not qualify for University admission status.**

**Applied Science 2 (13034)** (PWC, ½ credit) *Junior/Senior level elective.* Pre-requisites: Algebra 11/12 and Algebra 13/14 or consumer math. Applied Science 2 consists of units of study including but not limited to human biology, Earth's atmosphere, ecology, wave phenomenon, and electricity. This application-oriented, hands-on approach will assist the student to make the connection between abstract ideas and concrete experiences. **This course meets the RHS graduation Science requirement, but does not qualify for University admission status.**

**Anatomy & Physiology 1A (13021)** (MWC, ½ credit) *Junior/Senior level elective.* Prerequisite: Biology. Essential principles of human anatomy and physiology are presented with an overview of the body systems' structure and function. Topics covered include but are not limited to human tissues, skeletal, muscular, nervous, integumentary systems. This is a laboratory science.

**Anatomy & Physiology 1B (13022)** (MWC, ½ credit) *Junior/Senior level elective.* Prerequisite: Anatomy & Physiology 1A.

This is a continuation of Anatomy & Physiology 1A and specifically studies systems of the body that were not emphasized in the first semester study. Topics covered include but are not limited to endocrine, lymphatic, digestive, and cardiovascular systems. The last quarter of the semester introduces the student to dissection of various specimens (ex- double injected cat, sheep heart, eyeball, etc). This is a laboratory science.

**Chemistry 1A (13031)** (MWC, 1/2 credit)- *Junior/Senior level elective.* Co-requisite: Algebra II  
This course is designed for students wishing to meet the requirements of a lab course for college-university entrance or for a general background in chemistry. Topics covered will be matter and its properties, measurements and the scientific method, atomic structure, the quantum model of the atom, the periodic law and chemical bonding. Articulated college credit is offered through DCB. This is a laboratory science.

**Chemistry 1B (13031)** (MWC, 1/2 credit)- *Junior/Senior level elective.* Prerequisite: Chemistry 1A  
Chemistry is the scientific study of compounds and mixtures through laboratory analysis. Study will include chemical formulas and compounds, chemical equations and reactions, stoichiometry and additional topics as time allows. Articulated college credit is offered through DCB. This is a laboratory science.

**Environmental Science A/B (13110)** (RWC, ½ credit) – *Junior/Senior level elective.* Pre-requisite: Biology  
We will study Earth's ecosystems, and natural resources, how humans interact with other species and use natural resources, and some of the challenges we humans face in sustaining life on Earth for future generations. Students will obtain an understanding of ecosystems and human interactions with ecosystems. This is a laboratory science.

**Genetics (13029)** (MWC, ½ credit) *Junior/Senior level elective.* Pre-requisite: Biology & Algebra 1.  
Genetics enriches students' knowledge of biological concepts and applications particularly in the field of genetics. The course focuses on the impact current genetic research is having on the quality of human life. Topics covered will include, but not be limited to cellular structure, DNA and RNA function and Mendelian genetics. This is a laboratory science.

**Physics 1A (13042)** (MWC, 1/2 credit)- *Senior level elective*. Pre-requisite: Algebra 2

Physics is a science concerned with the relation between matter and energy. Major topics include motion, forces, mechanical energy, and collisions. This class depends heavily on mathematics. Articulated college credit is offered through DCB. This is a laboratory science.

**Physics 1B (13042)** (MWC, 1/2 credit)- *Senior level elective*. Pre-requisite Physics 1A

Physics is a science concerned with the relation between matter and energy. Major topics include universal gravitation, fluid dynamics, heat, optics and electricity. This class depends heavily on mathematics. . Articulated college credit is offered through DCB.

## SOCIAL STUDIES

**World History 1 (15089)** (RWC, ½ credit) *A sophomore required course*. Carefully selected events, individuals, groups, institutions, artifacts, ideas, migrations, and other phenomena associated with western civilizations.

**World History 2 (15089)** (RWC, ½ credit) *A sophomore required course*. Spatial relations and processes and their impact on human activities.

**United States History 1 (15085)** (RWC, ½ credit) *A junior required course*.

Selected events, groups, institutions, movements, artifacts, ideas or other phenomena associated with the history of the United States

**United States History 2 (15085)** (RWC, ½ credit) *A junior required course*.

Selected events, groups, institutions, movements, artifacts, ideas or other phenomena associated with the history of the United States

**Problems of Democracy 1 (15201)** (RWC, 1/2 credit) *Senior required course*. The student will study the processes and structures by which citizens of the United States govern them at the local, state, and national level. In Problems of Democracy, students will study the economic, historical, international, political, and sociology of the American dynamic. Students will read the Declaration of Independence, the United States Constitution, and the Bill of Rights.

**Problems of Democracy 2 (15201)** (RWC, 1/2 credit) *Senior required course*. The student will study the processes and structures by which citizens of the United States govern them at the local, state, and national level. In Problems of Democracy students will study the economic, historical, international, political, and sociology of the American dynamic. Students will read the Declaration of Independence, the United States Constitution, and the Bill of Rights.

**North Dakota Studies (15401)** (RWC, ½ credit) *Lifestyles, employment opportunities, ethnic heritages, historical events, geographic description, geologic elements, sociological phenomena, current, events, political insights, and other factors as appropriate.*

**Psychology (15120)** (MWC, ½ credit) *Junior/Senior level elective* - This course deals with the theme, who am I and how do I function? The history of schools and psychology along with the study of our mental and physical well being, will be included. The change and development from newborn till death covers many anxieties and changes in our mental attitude and how we handle life.

**Sociology (15130)** (MWC, ½ credit) *Junior/Senior level elective* A study of all of societal relationships, from primary groups to the complex groupings of megalopolis. Behavior patterns, deviance, status, culture, and change are topics of study.

**History Through Film (15011)** (RWC, ½ credit) One way to learn about the past is to study movies with historical themes. In this course we will examine historical events by watching, discussing, and writing about movies. Movies can provide some factual information about a historical figure, event, or time period; they can also distort the past. A major part of the course will be discussion of how movies accurately and inaccurately portray history.

**Law and Justice** (15118) (RWC, 1/2 credit) This course will explain the police, court, and corrections systems. It will define personal rights of US citizens, and how these rights can be protected. This class will give students a broad understanding of the judicial part of the US governmental system. Corequisite: Argument & Logic.

### **SILC, TUTORING / AIDE EXPERIENCES**

**Media Aide (14999)** (RWC, ½ credit)-This aide experience is designed for Senior Class students interested in assisting in the high school or elementary school library. The senior must have at least a 3.00 over-all grade point average in grades 9-11.

**School Office Practice Co-op Work Experience (14999)** – (RWC, ½ credit) An on the job training experience designed to provide the student with practical office experience. . There may be an opportunity for those who have taken Web Page Design to be in a co-op program involving work on the Rugby School web and PowerSchool web pages.

**Student Instructional Leadership Corps (SILC) (14999)** (RWC, ½ credit)

The Student Instructional Leadership Corps (SILC) is a semester course designed to extend the premise of the helper program into the classroom by offering qualified students the opportunity to participate in a variety of activities associated with classroom instruction. Students in SILC will engage in leadership development through multi-purpose mentor relationships with teachers. Students are mentored by a cooperating teacher and serve as mentors and tutors to other students in the classroom. SILC students will be required to present a final project at the end of each semester. Applications are available from the guidance counselor.

### **HEALTH CAREERS**

**Health Careers 1 & 2 (07033) (07035)** (RWC – ½ credit each semester) The Health Careers course is designed to assist students interested in the medical field in determining an occupation that will best suit their capabilities and interests. The program uses a competency based curriculum that is fundamental to a variety of careers in the health care industry. CORE knowledge and skills are introduced the first semester to the students as a foundation in such areas as; Medical Terminology, Anatomy and Related Disorders, Professional Standards, Safety, Monitoring Body Functions, Disease Prevention, CPR and First Aid Certification and Introduction to Health Careers.

The second semester provides the students the opportunity to expand their skills and knowledge in specific areas of career interest. Career choices such as Physical Therapy, Occupational Therapy, Pharmacy, Optometry, Radiology, Respiratory Therapy, Medical Records and Secretarial, Dental Careers, Medical Lab, Medical Assisting, Child Care, Nursing, Nursing Assisting and others will be offered. Students may be placed in the community health care setting for on-the-job career experience any time after completion of the CORE segment. Emphasis on academics, professional development, leadership, and organizational skills are integrated throughout the curriculum.

### **SPECIAL EDUCATION**

**Applied Topics in English/Language I** Level: 9-12

Content: An introductory course designed to teach life skills impacting personal-social skills (maintaining good interpersonal skills and communicating with others). Students will receive instruction in listening and responding skills; communicating with understanding; knowing the subtleties of communication; and learning effective written/verbal language skills as they pertain to communication with others in a variety of personal, social, and occupational situations.

To introduce competencies in occupational preparation (identification, exploration, implementation, and evaluation) students will receive instruction in locating sources of occupational/training information and local opportunities; explore requirements of appropriate and available jobs; identify occupational aptitudes, interests, and needs; be introduced to occupational tools such as applications, resumes, interview processes; and communicating with others.

**Applied Topics in English/Language II** Level: 9-12

Prerequisite: 1 credit in Applied Topics in English/Language I

Content: Expanded student studies to teach life skills impacting personal-social skills (maintaining good interpersonal skills and communicating with others). Students will receive instruction in listening and responding skills; communicating with understanding; knowing the subtleties of communication; and learning effective written/verbal language skills as they pertain to communication with others in a variety of personal, social, and occupational situations.

To introduce competencies in occupational preparation (identification, exploration, implementation, and evaluation) students will receive instruction in locating sources of occupational/training information and local opportunities; explore requirements of appropriate and available jobs; identify occupational aptitudes, interests, and needs; be introduced to occupational tools such as applications, resumes, interview processes; and communication with others.

**Applied Topics in English/Language III** Level: 9-12

Prerequisite: 1 credit in Applied Topics in English/Language II

Content: The application of life skills impacting personal-social skills (maintaining good interpersonal skills and communicating with others). Students will receive instruction in listening and responding skills; communicating with understanding; knowing the subtleties of communication; and learning effective written/verbal language skills as they pertain to communication with others in a variety of personal, social, and occupational situations.

Competencies in occupational preparation (identification, exploration, implementation, and evaluation) students will be taught through instruction and application in locating sources of occupational/training information and local opportunities; explore requirements of appropriate occupational tools such as applications, resumes, interview processes; and communicating with others.

**Applied Topics in English/Language IV** Level 9-12

Prerequisite: 1 credit in Applied Topics in English/Language III

Content: The demonstration and application of life skills impacting personal-social skills (maintaining good interpersonal skills and communicating with others). Students will receive instruction in listening and responding skills; communicating with understanding; knowing the subtleties of communication; and learning effective written/verbal skills as they pertain to communication with others in a variety of personal, social, and occupational situations.

Competencies in occupational preparation (identification, exploration, implementation, and evaluation) students will be taught through instruction and demonstration in locating sources of occupational/training information and local opportunities; explore requirements of appropriate and available jobs; identify occupational aptitudes, interests, and needs; be introduced to occupational tools such as applications, resumes, interview processes; and communicating with others.

**Applied Topics in English/Language IV** Level: 9-12

Prerequisite: 1 credit in Applied Topics in English/Language IV

Content: Application and maintenance of life skills impacting personal-social skills (maintaining good interpersonal skills and communicating with others). Students will receive instruction in listening and responding skills; communicating with understanding; knowing the subtleties of communication; and learning effective written/verbal language skills as they pertain to communication with others in a variety of personal, social, and occupational situations.

**Applied Topics in Math I** Level: 9-12

Content: An introductory course designed to teach life skills in the math domain impacting vocational, domestic living, leisure and recreation curricular areas. Students receive instruction in counting money, making change, estimating the value of objects, budgeting skills, making purchases, semi-independently managing personal finances, banking skills, vocational counting and sequencing skills, using coins to activate vending machines or mass transit.

**Applied Topics in Math II** Level: 9-12

Prerequisite: ½ credit of AT Math I

Content: Expanded student studies and /or increased independence in community participation competencies in the math domain impacting vocational, domestic living, leisure and recreation curricular areas. Students will demonstrate knowledge of counting money, making change, estimating the value of objects, budgeting skills, making purchases, semi-independently managing personal finances, banking skills, vocational counting and sequencing skills, using coins to activate vending machines or mass transit.

**Applied Topics in Math III** Level: 9-12

Prerequisite: ½ credit of At Math II

Content: Application of (semi) independence in community participation competencies in the math domain impacting vocational, domestic living, leisure and recreation curricular areas. Students will demonstrate to their level of independence, knowledge of counting money, making change, estimating the value of objects, budgeting skills, making responsible expenditures, semi-independently managing personal finances, banking skills, vocational counting and sequencing skills, using coins to activate vending machines or mass transit.

**Applied Topics in Math IV** Level: 9-12

Prerequisite: ½ credit of AT Math III

Content: Expanded student studies and/or increased independence in the demonstration and application of community participation competencies I the math domain impacting vocational, domestic living, leisure and recreational curricular areas. Students will demonstrate knowledge of counting money, making change, estimating the value of objects, budgeting skills, making purchases, semi-independently managing personal finances, banking skills, vocational counting and sequencing skills, using coins to activate vending machines or mass transit.

**Applied Topics in Math V** Level: 9-12

Prerequisite: ½ credit of AT Math IV

Content: Application and/or maintenance of (semi) independence in community participation competencies in the math domain impacting vocational, domestic living, leisure and recreation curricular areas. Students will demonstrate to their level of independence, knowledge of counting money, making change, estimating the value of objects, budgeting skills, making responsible expenditures, semi-independently managing personal finances, banking skills, vocational counting and sequencing skills, using coins to activate vending machines or mass transit.

**Applied Topics in Occupational Education I** Level: 9-12

Content: An introductory course designed to teach life skills in the vocational domain impacting daily living, occupational guidance and preparation. Students will receive instruction in appropriate work habits and behaviors; seeking employment; knowledge and exploration of occupational choices; and identifying specific occupational skills.

**Applied Topics in Occupational Education II** Level: 9-12

Prerequisite: ½ credit in AT Occupational Ed I

Content: Expanded student studies and/or increased independence in the demonstration of appropriate work habits and behaviors; seek/maintain employment; knowledge and exploration of occupational choices; and obtain specific occupational skills.

**Applied Topics in Occupational Education III** Level: 9-12

Prerequisite: ½ credit in AT Occupational Ed II

Content: Application of (semi) independence of appropriate work habits and behaviors; seek/maintain employment; knowledge of occupational choices; and sustain specific occupational skills.

**Applied Topics in Occupational Education IV** Level: 9-12

Prerequisite: ½ credit in AT Occupational ED III

Content: Expanded student studies and/or increased independence in the demonstration and application of appropriate work habits and behaviors; seek/maintain employment; knowledge and exploration of occupational choices; and obtain specific occupational skills.

**Applied Topics in Occupational Education V** Level: 9-12

Prerequisite: ½ credit in AT Occupational Education IV

Content: Application and/or maintenance of (semi) independence appropriate work habits and behaviors; maintain employment; knowledge of occupational choices; and sustain specific occupational skills.

**Applied Topics in Daily Living I** Level: 9-12

Content: An introductory course designed to teach life skills impacting daily living and personal-social skills. Students will receive introduction of selecting and managing a household; caring for personal needs; raising children and meeting marriage responsibilities; buying and caring for clothing; getting around the community; understand self-awareness and socially responsible behavior; and developing appropriate interpersonal skills.

**Applied Topics in Daily Living II** Level: 9-12

Prerequisite: ½ credit of AT Daily Living I

Content: Expanded student studies and/or increased independence in the demonstration of community-based competencies of daily living and personal-social skills. Students will receive introduction of selecting and managing a household; caring for personal needs; raising children and meeting marriage responsibilities; buying and caring for clothing; getting around in the community; understand self-awareness and socially responsible behavior; and developing appropriate interpersonal skills.

**Applied Topics in Daily Living III** Level: 9-12

Prerequisite: ½ credit of AT Daily Living II

Content: Application of community-based competencies in daily living and personal-social skills. Students will apply knowledge of selecting and managing a household; caring for personal needs; raising children and meeting marriage responsibilities; buying and caring for clothing; getting around the community independently; apply self-awareness and socially responsible behavior; and exhibit appropriate interpersonal skills.

**Applied Topics in Daily Living IV** Level: 9-12

Prerequisite: ½ credit of AT Daily Living III

Content: Expanded student studies and/or increased independence in the demonstration and application of community-based competencies in daily living and personal-social skills. Students will demonstrate knowledge of selecting and managing a household; caring for personal needs; raising children and meeting marriage responsibilities; buying and caring for clothing; getting around the community independently; demonstrate self-awareness and socially responsible behavior; and exhibit appropriate interpersonal skills.

**Applied Topics in Daily Living V** Level: 9-12

Prerequisite: ½ credit of AT Daily Living IV

Content: Application and maintenance of (semi) independence of community-based competencies in daily living and personal-social skills. Students will demonstrate to their level of independence, knowledge of selecting and managing a household; caring for personal needs; raising children and meeting marriage responsibilities; buying and caring for clothing; getting around the community independently; demonstrate/practice self-awareness and socially responsible behavior; and exhibit interpersonal skills.

**Community-Based Work Experience I-V** Level: 9-12

Prerequisite: ½ credit of AT Occupational Education I; All parties involved must be in agreement of the Community Based Work Experience and must sign a liability waiver. The student must also be covered by Workforce Safety & Insurance (WSI).

Content: An introductory community based non-paid work experience designed to teach life skills in the vocational domain impacting daily living, occupational guidance, and preparation. Students will receive on-site training, instruction in work habits, techniques and behavior. Community Based Work Experience is designed to foster knowledge, skills, a trade, and on opportunity to enhance future job opportunities.

**Applied Topics in Science I** Level 9-12

An introductory course designed to teach basic information in physical and biological sciences. Students will receive instruction in various physical science topics which may include: elements and compounds; chemical reactions and interactions; matter; motion; power and energy, including electricity, HVAC; sound and light. Biology related topics of instruction may include: cells; living and non-living things; plants and animals, including: the human body and their classifications, systems, and behaviors; staying healthy, including: nutrition, disease, environment; ecosystems and populations, including behaviors and communication.

**Applied Topics in Science II** Level 9-12

Expanded student studies in physical and biological sciences. Students will receive instruction in various physical science topics which may include: elements and compounds; chemical reactions and interactions; matter; motion; power and energy, including electricity, HVAC; sound and light. Biology related topics of instruction may include: cells; living and non-

living things; plants and animals, including: the human body and their classifications, systems, and behaviors; staying healthy, including: nutrition, disease, environment.

To strengthen competencies in daily living skills, students may receive instruction relevant to managing a household, caring for personal health, eating at home and in the community, and buying, caring and selection of clothing. To strengthen competencies in social skills, students may receive relevant instruction in: achieving independence, exhibiting socially responsible behaviors, communicating with others.

### **Applied Topics in Science III** Level 9-12

The application of physical and biological sciences. Students will receive instruction in various physical science topics which may include: elements and compounds; chemical reactions and interactions; matter; motion; power and energy, including electricity, HVAC; sound and light. Biology related topics of instruction may include: cells; living and non-living things; plants and animals, including: the human body and their classifications, systems, and behaviors; staying healthy, including: nutrition, disease, environment; ecosystems and populations, including behaviors and communication.

### **Applied Topics in Science IV** Level 9-12

The demonstration and application of physical and biological sciences. Students will receive instruction in various physical science topics which may include: elements and compounds; chemical reactions and interactions; matter; motion; power and energy, including electricity, HVAC; sound and light. Biology related topics of instruction may include: cells; living and non-living things; plants and animals, including: the human body and their classifications, systems, and behaviors; staying healthy, including: nutrition, disease, environment; ecosystems and populations, including behaviors and communication.

### **Applied Topics in Science V** Level 9-12

Application and maintenance of physical and biological sciences skills and knowledge. Students will receive instruction in various physical science topics which may include: elements and compounds; chemical reactions and interactions; matter; motion; power and energy, including electricity, HVAC; sound and light. Biology related topics of instruction may include: cells; living and non-living things; plants and animals, including: the human body and their classifications, systems, and behaviors; staying healthy, including: nutrition, disease, environment; ecosystems and populations, including behaviors and communication.

### **Applied Topics in Social Science I** Level 9-12

An introductory course designed to teach life skills (exhibiting responsible citizenship within the community). Students will receive instruction of civil and citizen rights/responsibilities; the nature of local, state and federal government; identify knowledge of the law and ability to follow the law; and locate community, regional and state sites with/without use of a map. To develop competencies in personal-social skills (achieving socially responsible behavior) students will receive instruction for the rights and properties of others; recognize authority and instructions; making informed decisions; and appropriate behavior in public places.

### **Applied Topics in Social Science II** Level 9-12

Expanded student studies and/or increased independence in life skills (exhibiting responsible citizenship within the community). Students will demonstrate knowledge of civil and citizen rights/responsibilities; the nature of local, state and federal government; knowledge of the law and ability to follow the law; and locate community, regional and state sites with/without use of a map. To increase competencies in personal-social skills (achieving socially responsible behavior) students will demonstrate developing respect for the rights and properties of others; recognize authority and follow instructions; making informed decisions; and exhibit appropriate behavior in public places

### **Applied Topics in Social Science III** Level 9-12

Application of (semi) independence in daily life skills (exhibiting responsible citizenship within the community). Students will demonstrate knowledge of civil and citizen rights/responsibilities; comprehend local, state and federal government; illustrate knowledge of the law and ability to follow the law; and (semi) independently locate community, regional and state sites with/without use of a map. To illustrate competencies in personal-social skills (achieving socially responsible behavior) students will demonstrate knowledge of the rights and properties of others; recognize authority and follow instructions; making informed decisions; and independently exhibit illustrate or increase appropriate behavior in public places.

### **Applied Topics in Social Science V** Level 9-12

Application and/or maintenance of (semi) independence in daily life skills (exhibiting responsible citizenship within the community). Students will demonstrate knowledge of civil and citizen rights/responsibilities; comprehend local, state and federal government; illustrate knowledge of the law and ability to follow the law; and (semi) independently locate community, regional and state sites with/without use of a map.



