



2026-2027
Course Catalog

Rockdale County High School
1174 Bulldog Circle
Conyers, GA 30012

Course Selection Process

Counselors will provide information about the course selection process, class choices and graduation plans through classroom guidance. Parents will have the opportunity to meet with their student and their student's counselor to fill out the course request sheet. Students are reminded that some course offerings are tentative and dependent upon sufficient enrollment. RCHS and RCA will work together to try and meet all course requests. Sometimes it is not possible to get the exact course selected. It is extremely important, therefore, that alternate course choices be listed for elective courses on the registration sheet.

STUDENTS ARE REMINDED THAT THE MASTER SCHEDULE IS BUILT, AND ADJUSTMENTS ARE MADE BASED ON COURSE REQUEST. PLEASE MAKE YOUR SELECTIONS CAREFULLY.

Schedule Change Policy

Students and parents meet individually to determine courses for the following year. With the assistance of counselors, students have the opportunity to choose their own classes as well as alternate electives. Once the new school year begins, schedules will be made only for the following reasons:

1. A student is placed in a course in error.
2. A student fails a required course making a schedule change necessary for graduation
3. Additional credit was earned during the summer, making a schedule adjustment necessary.
4. A student is placed in a course and has not passed a pre-requisite course.
5. A level change (moving from honors to regular) may be made only if the student has demonstrated an effort to do well in the class. (Participating in class, asking questions, attending tutorials) and with approval from the assistant principal. The student must engage their administrator in the conversation to receive approval.
6. Schedule changes will only be made during the county approved window.

Georgia's Pathways allow students to choose an area of interest in high school. Students will take classes for three years in their pathway. These classes will allow students to see the connection to career possibilities and what they are learning in the classroom.

RCPS Graduation Requirements, Class of 2018 and after

Language Arts	1 unit Literature & Comp I 1 unit Literature & Comp II 1 unit Literature & Comp III 1 unit Literature & Comp IV OR Dramatic Writing OR Multicultural Literature	AP or Dual Enrollment can be substituted, as available
Mathematics	1 unit Algebra Concepts & Connections 1 unit Geometry Concepts & Connections 1 unit Advanced Algebra Concepts & Connections 1 unit of 4th Math may include: Pre-Calculus, College Readiness Math, Statistical Reasoning, AP Stats, AP Precalculus or AP Calculus	A Dual Enrollment equivalent for Algebra, Geometry, and Advanced Algebra do not exist.
Science	1 unit Biology 1 unit Physical Science or Physics 1 unit Chemistry or Environmental Science 1 unit of 4th Science (Anatomy, Forensics, etc.)	AP or Dual Enrollment can be substituted, as available
Social Studies	1 unit American Government 1 unit World History 1 unit U.S. History 1 unit Economics	AP or Dual Enrollment (DE) can be substituted, as available
Health/Safety Physical Education	.5 unit Health .5 unit Personal Fitness	
CTAE Fine Arts World Lang	3 Units*	
Electives	4 units	
Total	24 units	

*Students planning to attend a 4-year college or university must take a minimum of two years of the same **world language** to meet admission requirements.

Language Arts Courses

Literature & Composition I

Literature & Composition I is the first course (required) in the sequence of secondary English language arts courses required for graduation. This course develops the integrated skill set that comprises the English language arts discipline to ensure that students are on track to be college and work ready. Literature & Composition I focuses on the interpretation, evaluation, construction, and design of texts across genres and modes in a variety of real-world, academic, and disciplinary contexts while sustaining and building mastery of language applications and discipline-specific practices. This course must utilize the 9-12 standards and 9th grade expectations of Georgia's K-12 English Language Arts (ELA) Standards.

Literature & Composition II

Literature & Composition II is the second course (required) in the sequence of secondary English language arts courses required for graduation. This course develops the integrated skill set that comprises the English language arts discipline to ensure that students are on track to be college and work ready. Literature & Composition II focuses on the interpretation, evaluation, construction, and design of texts across genres and modes in a variety of real-world, academic, and disciplinary contexts while sustaining and building mastery of language applications and discipline-specific practices. This course must utilize the 9-12 standards and 10th grade expectations of Georgia's K-12 English Language Arts (ELA) Standards.

Literature & Composition III

Literature & Composition III is the third course in the standard pathway of secondary English language arts courses. This course develops the integrated skill set that comprises the English language arts discipline to ensure that students are on track to be college and workplace ready. Literature & Composition III provides a platform for the wide interpretation, evaluation, construction, and design of texts across genres and modes, with an emphasis on the application of these skills in a variety of realworld, academic, and disciplinary contexts. This course must utilize the 9-12 standards and 11th grade expectations of Georgia's K-12 English Language Arts (ELA) Standards.

Literature & Composition IV

Literature & Composition IV is the fourth course in the standard pathway of secondary English language arts course. This course develops and refines the integrated skill set that comprises the English language arts discipline to ensure that students are on track to be college and work ready, with an emphasis on the interpretation, analysis, evaluation, and application of real-world texts and communications across a wide variety of modes, genres, and disciplines. This course must utilize the 9-12 standards and 12th grade expectations of Georgia's K-12 English Language Arts (ELA) Standards.

Dramatic Writing

Dramatic Writing is an arts-integrated Theatre and English Language Arts course focused on creating and developing scripts for theatre, film, and television. Students analyze texts and visual media from a writer's perspective and apply conventions of standard English grammar and usage. Emphasis is placed on the creative construction process for scriptwriting. (not offered at RCHS, RCA only)

Multicultural Literature & Composition

Multicultural Literature & Composition focuses on texts by and about people of wide-ranging ethnic backgrounds. Students explore themes of linguistic and cultural differences by comparing, contrasting, analyzing, and critiquing communication styles and universal themes; they will make connections between works from at least three literary periods and the historical or contemporary contexts in which they were written. Students routinely engage in integrated and recursive literacy practices that ground, shape, and inform their interpretations and constructions of texts that apply their grammar conventions, vocabulary, context, structure and style, techniques, research and analysis, and periods and movements understandings. This course utilizes the 9th-12th grade standards and the appropriate grade-level expectations in Georgia's K-12 English Language Arts (ELA) Standards. (not offered at RCHS)

Pre-Advanced Placement English I

Advanced Placement (AP) courses and their instructional frameworks and curriculum are solely owned and endorsed by the College Board. The contents of these courses have not been reviewed or approved by the Georgia Department of Education. As with any curriculum, school districts should use a process for reviewing, approving, and adopting AP courses and instructional frameworks that engage students, parents, educators, and community stakeholders. Curricula and training should abide by state and local policies, including House Bill 1084 – which requires that the curriculum of exempted AP courses be implemented in a professionally and academically appropriate manner and without espousing personal political beliefs. Specific guidelines and expectations for each course may be found at Course & Exam Pages – AP Central | College Board. When offered as an equivalent substitution, this course must reflect the 9-12 standards and 9th grade expectations of Georgia's K-12 English Language Arts (ELA) Standards

Pre-Advanced Placement English II

Advanced Placement (AP) courses and their instructional frameworks and curriculum are solely owned and endorsed by the College Board. The contents of these courses have not been reviewed or approved by the Georgia Department of Education. As with any curriculum, school districts should use a process for reviewing, approving, and adopting AP courses and instructional frameworks that engage students, parents, educators, and community stakeholders. Curricula and training should abide by state and local policies, including House Bill 1084 – which requires that the curriculum of exempted AP courses be implemented in a professionally and academically appropriate manner and without espousing personal political beliefs. Specific guidelines and expectations for each course may be found at Course & Exam Pages – AP Central | College Board. When offered as an equivalent substitution, this course must reflect the 9-12 standards and 10th grade expectations of Georgia's K-12 English Language Arts (ELA) Standards.

Advanced Placement English Language/Composition (11th Grade AP English)

Advanced Placement (AP) courses and their instructional frameworks and curriculum are solely owned and endorsed by the College Board. The contents of these courses have not been reviewed or approved by the Georgia Department of Education. As with any curriculum, school districts should use a process for reviewing, approving, and adopting AP courses and instructional frameworks that engage students, parents, educators, and community stakeholders. Curricula and training should abide by state and local policies, including House Bill 1084 – which requires that the curriculum of exempted AP courses be implemented in a professionally and academically appropriate manner and without espousing personal political beliefs. Specific guidelines and expectations for each course may be found at Course & Exam Pages – AP Central | College Board. When offered as an equivalent substitution, this course must reflect the 9-12 standards and 10th grade expectations of Georgia's K-12 English Language Arts (ELA) Standards

Advanced Placement English Literature and Composition (12th Grade AP English)

Advanced Placement (AP) courses and their instructional frameworks and curriculum are solely owned and endorsed by the College Board. The contents of these courses have not been reviewed or approved by the Georgia Department of Education. As with any curriculum, school districts should use a process for reviewing, approving, and adopting AP courses and instructional frameworks that engage students, parents, educators, and community stakeholders. Curricula and training should abide by state and local policies, including House Bill 1084 – which requires that the curriculum of exempted AP courses be implemented in a professionally and academically appropriate manner and without espousing personal political beliefs. Specific guidelines and expectations for each course may be found at Course & Exam Pages – AP Central | College Board.

Science Courses

Physical Science (9th Grade Students Only)

The Physical Science curriculum is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to have a richer knowledge base in physical science. This course is designed as a survey course of chemistry and physics. This curriculum includes the more abstract concepts such as the conceptualization of the structure of atoms, motion and forces, and the conservation of energy and matter, the action/reaction principle, and wave behavior. Students investigate physical science concepts through experience in laboratories and field work using the processes of inquiry.

Biology

The Biology curriculum is designed to continue student investigations of the life sciences that began in grades K-8 and provide students the necessary skills to be proficient in biology. This curriculum includes more abstract concepts such as the interdependence of organisms, the relationship of matter, energy, and organization in living systems, the behavior of organisms, and biological evolution. Students will investigate biological concepts through experience in laboratories and field work using the processes of inquiry.

Anatomy

The human anatomy and physiology curriculum is designed to continue student investigations that began in grades K-8 and high school biology. This curriculum is extensively performance and laboratory based. It integrates the study of the structures and functions of the human body, however rather than focusing on distinct anatomical and physiological systems (respiratory, nervous, etc.) instruction should focus on the essential requirements for life. Areas of study include organization of the body; protection, support and movement; providing internal coordination and regulation; processing and transporting; and reproduction, growth and development. Chemistry should be integrated throughout anatomy and not necessarily taught as a standalone unit. Whenever possible, careers related to medicine, research, healthcare and modern medical technology should be emphasized throughout the curriculum. Case studies concerning diseases, disorders and ailments (i.e. real-life applications) should be emphasized.

Chemistry

The Chemistry curriculum is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to be proficient in chemistry. This curriculum includes more abstract concepts such as the structure of atoms, structure and properties of matter, characterization of the properties that describe solutions and the nature of acids and bases, and the conservation and interaction of energy and matter. Students investigate chemistry concepts through experience in laboratories and field work using the processes of inquiry.

Environmental Science

The Environmental Science curriculum is designed to extend student investigations that began in grades K-8. This curriculum is extensively performance, lab and field based. It integrates the study of many components of our environment, including the human impact on our planet. Instruction should focus on student data collection and analysis. Some concepts are global; in those cases, interpretation of global data sets from scientific sources is strongly recommended. It would be appropriate to utilize resources on the Internet for global data sets and interactive models. Chemistry, physics, mathematical, and technological concepts should be integrated throughout the course. Whenever possible, careers related to environmental science should be emphasized.

Physics

The Physics curriculum is designed to continue student investigations of the physical sciences that began in grades K-8 and provide students the necessary skills to be proficient in physics. This curriculum includes more abstract concepts such as interactions of matter and energy, velocity, acceleration, force, energy, momentum, and charge. This course introduces the students to the study of the correction to Newtonian physics given by quantum mechanics and relativity. Students investigate physics concepts through experience in laboratories and field work using the processes of inquiry.

Forensic Science

In this course students will learn the scientific protocols for analyzing a crime scene, how to use chemical and physical separation methods to isolate and identify materials, how to analyze biological evidence and the criminal use of tools, including impressions from firearms, tool marks, arson, and explosive evidence.

AP Biology

This course is designed to be the equivalent of a two-semester college introductory biology course usually taken by biology majors during their first year. The AP Biology course is designed to be taken by students after the successful completion of a first course in high school biology and on in high school chemistry. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. The topics covered on the course are molecules and cells, heredity and evolution, and organisms and populations. (College Board course description) This course does not always make due to lack of student requests.

AP Chemistry

This course is designed to be the equivalent of the general chemistry course usually taken during the first college year. Students should attain a depth of understanding of fundamentals and a reasonable competence in dealing with chemical problems. AP chemistry students should study topics related to the structure and states of matter (atomic theory, atomic structure, chemical bonding, nuclear chemistry, gases laws, kinetic molecular theory, liquids and solids and solutions), chemical reactions (reaction types, stoichiometry, equilibrium, kinetics, and thermodynamics), and descriptive chemistry (chemical reactivity, products of chemical reactions, relationships in the periodic table, and organic chemistry). To develop the requisite intellectual and laboratory skills, AP Chemistry students need adequate classroom and laboratory time. It is expected that a minimum of 290 minutes per week will be allotted for an AP Chemistry course. Of that time, a minimum of 90 minutes per week, preferably in one session, should be spent in the lab. The AP Chemistry course is designed to be taken after the completion of a first course in high school chemistry. In addition, the recommended mathematics prerequisite for an AP Chemistry class is the successful completion of a second-year algebra course. It is highly desirable that a student have a course in secondary school physics and a four-year college preparatory program in mathematics. (College Board course description.) This course does not always make due to lack of student requests.

AP Physics

The Physics B course includes topics in both classical and modern physics. Knowledge of algebra and basic trigonometry is required for the course; the basic ideas of calculus may be introduced in connection with physical concepts, such as acceleration and work. Understanding of the basic principles involved and the ability to apply these principles in the solution of problems should be one of the major goals of the course. Students taken this course should cover the following five content areas: Newtonian mechanics, fluid mechanics and thermal physics, electricity and magnetism, waves and optics, and atomic and nuclear physics. The Physics B course should also include a hands-on laboratory component with a minimum of 12 student-conducted laboratory investigations. Each student should complete a lab notebook or portfolio of lab reports. (College Board course description September) This course does not always make due to lack of student requests.

AP Environmental Science

AP Environmental Science is designed to provide students with the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. The following themes provide a foundation for the structure of the AP Environmental Science course: (1) Science is a process, (2) Energy conversions underlie all ecological processes, (3) The Earth itself is one interconnected system, (4) Humans alter natural systems, (5) Environmental problems have a cultural and social context, and (6) Human survival depends on developing practices that will achieve sustainable systems. (Advanced Placement Course Description—The College Board.) This course does not always make due to lack of student requests.

Math Courses

Algebra 1 Concepts and Connections

Algebra: Concepts and Connections is the first course in a sequence of three high school courses designed to ensure career and college readiness. Students will apply their algebraic and geometric reasoning skills to make sense of problems involving algebra, geometry, bivariate data, and statistics. This course focuses on algebraic, quantitative, geometric, graphical, and statistical reasoning. In this course, students will continue to enhance their algebraic reasoning skills when analyzing and applying a deep understanding of linear functions, sums and products of rational and irrational numbers, systems of linear inequalities, distance, midpoint, slope, area, perimeter, nonlinear equations and functions, quadratic expressions, equations and functions, exponential expressions, equations, and functions, and statistical reasoning. High school course content standards are listed by big ideas including Data and Statistical Reasoning, Probabilistic Reasoning, Functional and Graphical Reasoning, Patterning and Algebraic Reasoning, and Geometric and Spatial Reasoning. ***Prerequisite: Kindergarten through 8th grade mathematics.***

Geometry Concepts and Connections

Geometry: Concepts and Connections is the second course in a sequence of three high school courses designed to ensure career and college readiness. This course is intended to enhance students' geometric, algebraic, graphical, and probabilistic reasoning skills. Students will apply their algebraic and geometric reasoning skills to make sense of problems involving geometry, trigonometry, algebra, probability, and statistics. Students will continue to enhance their analytical geometry and reasoning skills when analyzing and applying a deep understanding of polynomial expressions, proofs, constructions, rigid motions and transformations, similarity, congruence, circles, right triangle trigonometry, geometric measurement, and conditional probability. High school course content standards are listed by big ideas including Data and Statistical Reasoning, Probabilistic Reasoning, Functional and Graphical Reasoning, Patterning and Algebraic Reasoning, and Geometric and Spatial Reasoning. Prerequisite: This course is designed for students who have successfully completed Algebra: Concepts & Connections.. ***Prerequisite Algebra 1 Concepts and Connections***

Advanced Algebra: Concepts & Connections

"Advanced Algebra: Concepts & Connections (27.08310) is the third course in a sequence of courses designed to ensure career and college readiness. It is intended to prepare students for fourth mathematics course options relevant to their postsecondary pursuits. High school course content standards are listed by big idea, including Data and Statistical Reasoning, Probabilistic Reasoning, Functional and Graphical Reasoning, Patterning and Algebraic Reasoning, and Geometric and Spatial Reasoning. In Advanced Algebra: Concepts & Connections, students will continue to enhance their data and statistical reasoning skills as they learn specific ways to collect, critique, analyze, and interpret data. Students will learn how to use matrices and linear programming to represent data and to solve contextually relevant problems. Students will strengthen their geometric and spatial reasoning skills as they learn how to solve trigonometric equations using the unit circle. In previous courses, students studied how to use linear and quadratic functions to model real-life phenomena. In Advanced Algebra: Concepts and Connections, students will further develop their functional and graphical reasoning as they explore and analyze structures and patterns for exponential, logarithmic, radical, polynomial, and rational expressions, equations and functions to further understand the world around them. Prerequisite: This course is designed for students who have successfully completed Geometry: Concepts & Connections." ***Prerequisite Geometry Concepts & Connections***

Enhanced Advanced Algebra and AP Precalculus

Enhanced Advanced Algebra and AP Precalculus: Concepts and Connections is a course that thoughtfully blends topics from Advanced Algebra: Concepts & Connections and Precalculus. This is a single credit course, intended to provide students the opportunity to develop a deeper understanding of mathematical concepts that are critical to the study of advanced fourth mathematics course options, including Calculus. Students will continue to enhance their understanding of data and statistical reasoning, functional and graphical reasoning, patterning and algebraic reasoning, and geometric and spatial reasoning. There should be an emphasis on notational fluency and the use of multiple representations as students engage with all topics. Some of those topics include, sequences and series with the incorporation of convergence and divergence; conic sections as implicitly defined curves; the six trigonometric functions and their inverses; applications of trigonometry such as modeling periodic phenomena, modeling with vectors and parametric equations, solving oblique triangles in contextual situations, graphing in the Polar Plane; solutions of trigonometric equations in a variety of contexts; and the manipulation and application of trigonometric identities. In previous courses, students studied how to use linear and quadratic functions to model real-life phenomena. In the Enhanced Advanced Algebra and AP Precalculus: Concepts and Connections course, students will further develop their algebraic, functional, and graphical reasoning as they explore and analyze structures and patterns for exponential, logarithmic, radical, polynomial, piecewise and rational expressions, equations, and functions to further understand the world around them. Topics should be analyzed in multiple ways, including verbal and written, numerical, algebraic, and graphical presentations. Instruction and assessment should include the appropriate use of technology. Concepts should be investigated and applied, where appropriate, within the context of realistic phenomena. Prerequisite: This course is designed for students who have successfully completed Geometry: Concepts & Connections.

Prerequisite Algebra 1 Concepts and Connections and Geometry Concepts and Connections.

College Readiness Mathematics

College Readiness Mathematics Capstone Course (CRM) is a fourth mathematics course option for students who have completed Advanced Algebra: Concepts and Connections (or the equivalent). The course is designed to serve as a bridge for high school students into postsecondary opportunities. The course has been approved by the University System of Georgia as a fourth mathematics course beyond Advanced Algebra: Concepts and Connections for majors outside of mathematics, science, and engineering. The focus of this course is on key content and practice standards to ensure that students will be ready for postsecondary academic courses and career opportunities. The course will revisit and expand the understanding of content standards introduced in earlier mathematics courses and will emphasize numeracy, algebra and functions, geometry, and statistics in a variety of contexts. Instruction and assessment should include the appropriate use of manipulatives and technology. Mathematics concepts should be represented in multiple ways, such as concrete/pictorial, verbal/written, numeric/data-based, graphical, and symbolic. Concepts should be introduced and used, where appropriate, in the context of realistic experiences. The Standards for Mathematical Practice will provide the foundation for instruction and assessment. The content standards selected are essential for a variety of postsecondary opportunities. Students will be expected to complete a capstone project where they select one of the areas listed in the standard to identify a problem and use mathematical modeling to address it. Prerequisite: This course is designed for students who have successfully completed Advanced Algebra: Concepts and Connections (or the equivalent). ***Prerequisite Advanced Algebra Concepts and Connections***

Pre-Calculus

Precalculus is a fourth-year mathematics course option for students who have completed Advanced Algebra: Concepts and Connections (or the equivalent). The course is intended to provide students with opportunities to develop a deeper understanding of Algebraic concepts that are critical to the study of Calculus. Students will also deepen their understanding of trigonometry and its applications. Throughout the Precalculus course there should be a focus on notational fluency and the use of multiple representations. The course includes the study and analysis of piecewise and rational functions; limits and continuity as related to piecewise and rational functions; sequences and series with the incorporation of convergence and divergence; conic sections as implicitly defined curves; the six trigonometric functions and their inverses; applications of trigonometry such as modeling periodic phenomena, modeling with vectors and parametric equations, solving oblique triangles in contextual situations, graphing in the Polar Plane; solutions of trigonometric equations in a variety of contexts; and the manipulation and application of trigonometric identities. Topics should be analyzed in multiple ways, including verbal and written, numerical, algebraic, and graphical presentations. Instruction and assessment should include the appropriate use of technology. Concepts should be introduced and investigated, where appropriate, in the context of realistic phenomena. Prerequisites: This course is designed for students who have successfully completed Advanced Algebra: Concepts and Connection. ***Prerequisite Advanced Algebra Concepts & Connections.***

Statistical Reasoning

The Statistical Reasoning course offers students opportunities to strengthen their understanding of the statistical method of inquiry and statistical simulations. Students will formulate statistical investigative questions to be answered using data, will design and implement a plan to collect the appropriate data, will select appropriate graphical and numerical methods for data analysis, and will interpret their results to make connections with the initial question. The Mathematical Modeling and Statistical Reasoning Frameworks will provide the foundation for instruction and assessment. Topics should be introduced and assessed using simulations and appropriate supporting technology. Prerequisite: This course is designed for students who have completed Advanced Algebra: Concepts and Connections. ***Prerequisite Advanced Algebra Concepts & Connections.***

AP Precalculus

In AP Precalculus, students explore everyday situations using mathematical tools and lenses. Through regular practice, students build deep mastery of modeling and functions, and they examine scenarios through multiple representations. They will learn how to observe, explore, and build mathematical meaning from dynamic systems, an important practice for thriving in an ever-changing world. AP Precalculus prepares students for other college-level mathematics and science courses. The framework delineates content and skills common to college precalculus courses that are foundational for careers in mathematics, physics, biology, health science, social science, and data science. ***Prerequisite Advanced Algebra Concepts and Connections***

AP Statistics

The AP Statistics course introduces students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. There are four themes evident in the content, skills, and assessment in the AP Statistics course: exploring data, sampling and experimentation, probability and simulation, and statistical inference. Students use technology, investigations, problem solving, and writing as they build conceptual understanding. The AP Statistics course is equivalent to a one-semester, introductory, non-calculus-based college course in statistics. This course does not always make due to lack of student requests.

Prerequisite Advanced Algebra Concepts & Connections

AP Calculus AB

AP Calculus AB focuses on students' understanding of calculus concepts and provide experience with methods and applications. This course requires students to use definitions and theorems to build arguments and justify conclusions. The course features a multi-representational approach to calculus, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. Exploring connections among these representations builds understanding of how calculus applies limits to develop important ideas, definitions, formulas, and theorems. A sustained emphasis on clear communication of methods, reasoning, justifications, and conclusions is essential. ***Prerequisite AP Pre-Calculus, Pre-Calculus, or Enhanced Advanced Algebra and AP Precalculus***

AP Calculus BC

AP Calculus BC focuses on students' understanding of calculus concepts and provides experience with methods and applications. This course requires students to use definitions and theorems to build arguments and justify conclusions. The course features a multi-representational approach to calculus, with concepts, results, and problems expressed graphically, numerically, analytically, and verbally. Exploring connections among these representations builds understanding of how calculus applies limits to develop important ideas, definitions, formulas, and theorems. A sustained emphasis on clear communication of methods, reasoning, justifications, and conclusions is essential. This course extends concepts from AP Calculus AB to include Polar and Parametric functions and a deeper study of sequences and series. ***Prerequisite AP Calculus BC***

Social Studies Courses

American Government – 9th Grade (AP courses available)

An in-depth study of the American political system. This course focuses on the foundation, principles and structure of the American system of government, examines the role of political parties, social factors as they relate to the role of the citizen, and analyzes the decision-making process that are a part of the system of American political behavior. This course meets the state's Citizenship requirement for graduation.

World History – 10th Grade (AP Course available)

A survey course beginning with the earliest civilizations and highlighting important developments throughout the world until the early 21st century. The course includes topics related to Early Civilizations and Classical Empires; Growth, Expansion, and the Emergence of the Modern World; Global Interaction and Conflict; and the Contemporary World.

United States History – 11th Grade (AP course available)

Examines the history of the United States beginning with the British settlement of North America. The course's main focus is the development of the United States in the 20th and 21st centuries. The course includes topics related to Colonization through the Constitution; New Republic to Reconstruction; Industrialization, Reform, and Imperialism; Establishment as a World Power; and the Modern Era.

Economics – 12th Grade (AP course available)

An introductory course into the principles of economics. The course includes topics related to Fundamental Economic Concepts, Microeconomics Concepts, Macroeconomics Concepts, International Economics, and Personal Finance Economics.

AP World History

In AP World History: Modern, students investigate significant events, individuals, developments, and processes from 1200 to the present. Students develop and use the same skills, practices, and methods employed by historians: analyzing primary and secondary sources; developing historical arguments; making historical connections; and utilizing reasoning about comparison, causation, and continuity and change over time. The course provides six themes that students explore throughout the course in order to make connections among historical developments in different times and places: humans and the environment, cultural developments and interactions, governance, economic systems, social interactions and organization, and technology and innovation.

AP United States History (11th grade U.S. History)

Conforms to College Board topics for the Advanced Placement United States History Examination. Covers discovery and settlement, Colonial Society, the American Revolution, Constitution and the New Republic, Age of Jefferson, Nationalism, Sectionalism, Territorial Expansion, Civil War, Reconstruction, Industrialization, Progressive Era, World War I, Depression, New Deal, World War II, The Cold War, through modern times. (May substitute for 45.08100)

AP Government

Conforms to College Board topics for the Advanced Placement United States Government and Politics Examination. Covers federalism, separation of powers, influences on the formulation and adoption of the Constitution, political beliefs, political parties and elections, interest groups, institutions and policy processes and civil liberties and civil rights. (may substitute for 45.05700) Not offered 2019/2020

AP Macroeconomics

AP Macroeconomics is a college-level course that introduces students to the principles that apply to an economic system as a whole. The course places particular emphasis on the study of national income and price-level determination. It also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. Students learn to use graphs, charts, and data to analyze, describe, and explain economic concepts.

AP Human Geography

This course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications.

AP African Studies

Advanced Placement (AP) courses and their instructional frameworks and curriculum are solely owned and endorsed by the College Board. The contents of these courses have not been reviewed or approved by the Georgia Department of Education. As with any curriculum, school districts should use a process for reviewing, approving, and adopting AP courses and instructional frameworks that engages students, parents, educators, and community stakeholders. Curricula and training should abide by state and local policies, including House Bill 1084 – which requires that the curriculum of exempted AP courses be implemented in a professionally and academically appropriate manner and without espousing personal political beliefs.

Introduction to U.S. Latinx Studies

This course is an introduction to the study of Latinx people in the United States. Students will explore, through various disciplinary lenses, the culture, history, art, accomplishments, and the march towards societal and political equality as they relate to lives of Latinx people in the United States. There are no standards associated with this course.

Sports in United States Society

The Sports in United States Society course examines the vital sociological role of sports in the making of United States society and culture, and vice-versa. The course analyzes the reasons for and popularity of youth, high school, collegiate, and professional sports and the interrelationship between sports and other social institutions, such as the economy, education, media, and politics. Inequalities and deviance in society that are reflected in sports are discussed, along with social progress championed through sports. Current issues and controversies in sports that are a microcosm of society are also presented. (Offered beginning 2026-2027)

Health & Leadership Course Offerings

Personal Fitness – Required

Provides instruction in methods to attain a healthy level of physical fitness. Covers how to develop a lifetime fitness program based on a personal fitness assessment and stresses strength, muscular endurance, flexibility, body composition and cardiovascular endurance. Includes fitness principles, nutrition, fad diets, weight control, stress management, adherence strategies and consumer information; promotes self-awareness and responsibility for fitness.

Health – Required

Explores the mental, physical and social aspects of life and how each contributes to total health and well-being. Emphasizes safety, nutrition, mental health, substance abuse prevention, disease prevention, environmental health, family life education, health careers, consumer health, and community health. (Course may be fulfilled with multiple years of successful completion of MCJROTC.)

Weight Training– (Option for Girls Only Class)

Introduces weight training; emphasizes strength development training and proper lifting techniques. And includes fitness concepts for developing healthy lifetime habits.

Advanced Weight Training - (Options for Girls Only Class)

Increases strength and cardiovascular fitness through an individualized weight training program. Emphasizes self-management and adherence strategies.

Intro Team Sports/Intermediate Team Sports/Advanced Team Sports

Introduces fundamental skills, strategies, and rules associated with team sports such as basketball, volleyball, soccer, softball, baseball, field hockey, lacrosse, team handball, and flag football. **Prerequisite: Personal Fitness**

JROTC Marine Corps I

This course includes program orientation and the initial classroom instruction and practical application. The course lays the foundations for the follow-on Leadership Education courses by teaching the basics of leadership, citizenship, personal growth and responsibility, career exploration, and general military subjects. Emphasis in the first semester is on introduction to leadership and citizenship. Minimum performance requirements for the course are based on successful completion of competencies according to the national Marine Corps JROTC curriculum. The performance standards of this course are based on the performance standards identified in the course for Marine Corps JROTC.

JROTC Marine Corps II

This course includes classroom instruction and practical application of the tasks included in the training required for second-year Marine Corps JROTC cadets. The course builds on the foundations of Leadership Education I, with more emphasis in the area of General Military Subjects. Civilian Marksmanship Training and Land Navigation are introduced this semester. Minimum performance requirements for the course are based on successful completion of competencies according to the national Marine Corps JROTC curriculum. The performance standards of this course are based on the performance standards identified in the course for Marine Corps JROTC.

JROTC Marine Corps III

This course includes classroom instruction and practical application of the tasks included in the training required for third-year Marine Corps JROTC cadets. In this first semester of LE III, cadets are assigned more practical application instruction and assume leadership roles. The course builds on the foundations of Leadership Education I and Leadership Education II in the subjects of leadership, citizenship, personal growth and responsibility, career exploration, and general military subjects in greater detail and with greater emphasis on leading and assuming greater responsibilities and application of leadership skills. The development of core skills the cadets should master are integrated throughout the course. Minimum performance requirements for the course are based on successful completion of competencies according to the national Marine Corps JROTC curriculum. The performance standards of this course are based on the performance standards identified in the course for Marine Corps JROTC.

JROTC Marine Corps IV

The first semester of LE IV includes classroom instruction and practical application of the more advanced tasks included in leadership training required for fourth-year Marine Corps JROTC cadets. The course emphasizes the application of the preceding three courses of Leadership Education by preparing the cadet for assuming his or her place as an informed and responsible citizen in United States society who is able to lead others effectively. LE-IV cadets are the senior leaders of the program and fully expected to conduct themselves accordingly. The development of core skills the cadets should master are integrated throughout the course. Minimum performance requirements for the course are based on successful completion of competencies according to the national Marine Corps JROTC curriculum. The performance standards of this course are based on the performance standards identified in the course for Marine Corps JROTC.

World Language Electives

Spanish 1

Introduces the Spanish language; emphasizes all skills: listening, speaking, reading, and writing skills in an integrated way. Includes how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to develop an understanding of Spanish-speaking cultures.

Spanish 2

Enhances Level One skills in Spanish and provides opportunities to develop listening, speaking, reading, and writing skills in an integrated way. Provides continued practice in how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to increase understanding of Spanish-speaking cultures.

Spanish 3

Enhances Level Two skills in Spanish and provides further opportunities to increase listening, speaking, reading, and writing skills in an integrated way. Provides continued practice in previous topics and introduces new topics; offers further opportunities to increase understanding of Spanish-speaking cultures.

Spanish 4

Enhances Level Three skills in Spanish and provides further opportunities to increase listening, speaking, reading, and writing skills in an integrated way. Provides continued language development through exploration of familiar and unfamiliar topics and provides opportunities for a broader and more extensive understanding of Spanish-speaking cultures.

AP Spanish

AP Spanish Language and Culture is equivalent to an intermediate level college course in Spanish. Students cultivate their understanding of Spanish language and culture by applying interpersonal, interpretive, and presentational modes of communication in real-life situations as they explore concepts related to family and communities, personal and public identities, beauty and aesthetics, science and technology, contemporary life, and global challenges. 100% of class is in Spanish.

Spanish for Native Speakers

Spanish for Native Speakers I is designed for students who EITHER have had a family member in the household regularly speak Spanish to them throughout their life OR were born in a country where Spanish is spoken. These students should receive an appropriate score on the RCPS placement exam. Students who do not demonstrate appropriate proficiency on the placement exam will be placed in either Spanish I or Spanish II, depending on their proficiency. It focuses on skill-building and gaining proficiency across the modes of communication.

French 1

Introduces the French language; emphasizes all skills: listening, speaking, reading, and writing in an integrated way. Includes how to greet and take leave of someone, to ask and respond to basic questions, to speak and read within a range of carefully selected topics and to develop an understanding of French-speaking cultures.

French 2

Enhances Level One skills in French and provides opportunities to develop listening, speaking, reading, and writing skills in an integrated way. Provides continued practice in how to greet and take leave of someone, to ask and respond to basic questions, and to speak and read within a range of carefully selected topics. Provides opportunities to increase understanding of French-speaking cultures.

French 3

Enhances Level Two skills in French and provides further opportunities to increase listening, speaking, reading, and writing skills in an integrated way. Provides continued practice in previous topics and introduces new topics; offers further opportunities to increase understanding of French-speaking cultures.

French 4

Enhances Level Three skills in French and provides further opportunities to increase listening, speaking, reading, and writing skills in an integrated way. Provides continued language development through exploration of familiar and unfamiliar topics and provides opportunities to develop a broader and more extensive understanding of French-speaking cultures.

French 5

French 5 is an advanced study of the French language and francophone cultures. Students will communicate primarily in the target language. This communication is evidenced in all four language skills - listening, speaking, reading and writing. The goal of the course is 100% French usage in class.

Academic Electives

Algebra Concepts and Connections Support

The Co-Requisite Algebra SUPPORT course is designed to help students build a solid understanding of algebra concepts, which is critical for success in future mathematics courses, including geometry and advanced algebra. The algebra knowledge and skills addressed in this course are essential for post-secondary success as well as for producing a skilled workforce for scientific and technical careers. Algebra requires proficiency with multiple representations, including symbols, equations, and graphs, as well as the ability to reason logically, both of which play crucial roles in advanced mathematics courses. The focus of this course is to address learner variability by providing scaffolds and supports for students. This course is taken in conjunction with the Algebra: Concepts and Connections course, which is required for graduation. This course is available for any student needing additional support.

Geometry Concepts and Connections Support

The Co-Requisite Geometry SUPPORT course is designed to help students. Students will apply their algebraic and geometric reasoning skills to make sense of problems involving geometry, trigonometry, algebra, probability, and statistics. The geometric and spatial reasoning skills addressed in this course are essential for post-secondary success as well as for producing a skilled workforce for scientific and technical careers. The focus of this course is to address learner variability by providing scaffolds and supports for students. This course is taken in conjunction with the Geometry: Concepts and Connections course, which is required for graduation. This course is available for any student needing additional support.

Advanced Algebra Concepts and Connections Support

The Co-Requisite Advanced Algebra SUPPORT course is designed to enhance students' geometric, algebraic, graphical, and probabilistic reasoning skills. The content in this course will prepare students for fourth course options relevant to their career pursuits. Success in Advanced Algebra: Concepts and Connections requires proficiency with multiple representations, including symbols, equations, and graphs, as well as the ability to reason logically, both of which play crucial roles in post-secondary careers. The focus of this course is to address learner variability by providing scaffolds and supports for students. This course is taken in conjunction with the Advanced Algebra: Concepts and Connections course, which is required for graduation. This course is available for any student needing additional support.

Support for Literature & Composition I

Support for Literature & Composition I is designed to reinforce and develop essential literary skills that will set students up for success in Literature & Composition I. Building skills in vocabulary development, word study, and comprehension and composition across a wide range of academic and real-life text modes of genres are emphasized in this course. This course may be taken as a pre-requisite or co-requisite as part of a local sequence.

Support for Literature & Composition II

Support for Literature & Composition II builds upon previously gained essential literacy skills to provide a foundation for student success in Literature & Composition II, as well as in later core high school English language arts courses. This course provides targeted opportunities for textual interpretation, source evaluation, and the composition of more complex academic and real-life texts. This course may be taken as a pre-requisite or co-requisite as part of a local sequence.

World Geography

Investigates regions of the world and how these regions influence the historical, economic, political, and cultural development in an interdependent world. Includes environmental issues and decision-making skills. Covers regions, location (position on earth's surface), place (physical and human characteristics), relationship within places and movement (human interaction on the earth).

Writer's Workshop

Writer's Workshop offers opportunities for students to explore a wide variety of modes and genres through composition. Students will study a variety of writers and texts, analyzing their respective styles. Students will have opportunities to improve writing proficiency through a study of the components of writing: organization, fluency, style, diction, grammar, usage, mechanics, imaginative expressions, and details. This course allows students to utilize writing processes to independently evaluate and improve their ability to communicate effectively.

Current Issues

Analyzes current issues and influences that are related to these issues and examines how decisions are made concerning those issues. Integrates and reinforces social studies skills.

Ethnic Studies

Examines the diversity of American society; focuses on various ethnic groups that make up the American population. Covers cultural orientation, contributions of each group and cultural perspectives of each group. Integrates and reinforces social studies skills.

Oral Communication

Oral/Written Communication offers an introduction to public speaking. Students identify effective strategies for organizing ideas and information, with an emphasis on planning for and delivering effective oral and/or multimodal presentations. The course focuses on critical thinking, organizing ideas, researching support and counter viewpoints, and communicating appropriately based on intended purposes and target audiences. Students will analyze professional speeches to enhance their knowledge of speech writing and rhetorical strategies.

Psychology – (Offered 1st Semester)

This Course Investigates the principles of psychology, developmental psychology, heredity and environmental aspects of psychology, learning theory, personality, intelligence, social disorders and research methods used in the study of psychology. Integrates and reinforces social studies skills.

Sociology – (Offered 2nd Semester – Continuation Course for Psychology)

Course Investigates principles of sociology, the individual in groups, social institutions, social control and the use of research methods to examine social problems. Integrates and reinforces social studies skills.

AP Psychology (11th-12th grades)

Conforms to College Board topics for the Advanced Placement Introductory Psychology Examination. Covers methods, approaches and the history of psychology as a science, biological bases of behavior, sensation and perception, states of consciousness, learning, cognition, motivation and emotion, developmental psychology, personality, testing and individual differences, abnormal psychology, treatment of psychological disorders and social psychology.

Journalism I-IV – Yearbook

The course offers an advanced study of journalistic writing. Skills from Journalism I are continued; the students focus on a more intense analysis of print and broadcast publications. Students read extensively to explore and analyze the influence of good journalistic writing. This course requires more critical thinking and more in-depth writing. **Must complete an application and have permission from the instructor to enroll.**

Fine Arts Electives

Visual Art Comprehensive

This class is an introduction to art history, aesthetic philosophy, art criticism, and studio production. Students will become familiar with the: Elements of art, Principles of Design, Color Theory concepts, Non-Objective/Abstract/Realistic artforms, Shading, Proportion, and Perspective. Students will also explore a wide variety of art media including color pencil, chalk pastel, oil pastel, watercolor paint, acrylic paint, printmaking, collage, clay, cardboard & wooden assemblage.

Ceramics & Sculpture

This art course is available to any students who completed the foundations art course with a B or higher. Students may also submit a sketchbook or portfolio that demonstrates a sincere interest in pursuing upper level art courses to gain admission. Students will continue to develop some 2-dimensional art skills introduced in foundations including; drawing, painting, collage, printmaking, and mixed media. However, students will also have the opportunity to explore paper, cardboard, paper mache, fiber arts, clay, wood, metal and other sculpture media to construct 3-dimensional works of art. Students planning to take AP Studio Art in 11th or 12th grade should take this course or Drawing/Painting as a prerequisite.

Drawing/Painting

This art course is available to any students who completed the foundations art course with a B or higher. Students may also submit a sketchbook or portfolio that demonstrates a sincere interest in pursuing upper level art courses to gain admission. Students will continue to develop some 2-dimensional art skills introduced in foundations including; drawing, painting, collage, printmaking, and mixed media. Students will also have the opportunity to work with clay and a variety of sculpture materials to construct 3-dimensional works of art. Students planning to take AP Studio Art in 11th or 12th grade must take this course or Ceramics/Sculpture as a prerequisite.

AP Studio Art (2D/3D)

Students must complete both Art Foundations and one upper level art course (Drawing/Painting or Ceramics/Sculpture) and maintain a B or higher in both classes in order to gain admission. Students may also submit a sketchbook and portfolio that demonstrates advanced drawing, painting, and/or sculpting skills to gain admission. Students will select a theme and the media of their choice and develop a portfolio of artwork (minimum of 15 large and complex works) that conforms to the AP College Board Examination requirements. Students will document their processes and final pieces, develop a digital portfolio, write about their aesthetic philosophy and studio practices. Students who send their work to the AP College Board for review may potentially earn college credit, if they receive a score of 3 or higher on their portfolio submission.

AP Art History

The AP Art History course welcomes students into the global art world to engage with its forms and content as they research, discuss, read, and write about art, artists, art making, and responses to and interpretations of art. By investigating specific course content of 250 works of art characterized by diverse artistic traditions from prehistory to the present, the students develop in-depth, holistic understanding of the history of art from a global perspective. Students learn and apply skills of visual, contextual, and comparative analysis to engage with a variety of art forms, developing understanding of individual works and interconnections across history.

Music Appreciation I

Introduces production and performance, covering terminology and idioms, elements of music, perceptive listening and attitudes, and appreciation. Stresses the ability to become a literate consumer along with the ability to speak and write fluently about music.

Music Appreciation II

Enhances level-one skills and understanding. Emphasizes an in-depth approach to music through performance, creativity, and listening. Encourages independent music learning to develop a lifelong interest in music. Builds skills of perception and discrimination in listening.

Beginning Band

The Beginning Band class offers the students with 0 years of band experience an opportunity to learn to play a woodwind, brass, or percussion instrument for an entire academic year. The goal of the class is to give the students the fundamental skills needed to continue their development in the Intermediate or Advanced level. Students will have the opportunity to perform music in various concerts and professionally adjudicated events. Students will be required to rent or purchase their own instrument if the school cannot provide one. There will be required practices and performances that will take place outside of the regular school day. No experience is needed, only the willingness to learn and appreciate music.

Intermediate Band I

Provides opportunities for intermediate-level performers to increase performance skills and precision on a wind or percussion instrument. Includes performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses individual progress and learning and group experiences; strengthens reading skills. Requires a tryout.

Intermediate Band II

Enhances level-one skills and provides further opportunities for intermediate-level performers to develop reading techniques and increase performance skills. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses individualized learning and group experiences. Requires a tryout.

Intermediate Band III

Enhances level-two skills and provides further opportunities for intermediate-level performers to build independence and leadership within the ensemble. Covers performance and production, analysis and historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses individualized learning and group experiences. Requires a tryout.

Advanced Band I

Provides opportunities for advanced-level performers to increase, develop and refine performance skills and precision on a wind or percussion instrument. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music at advanced levels of understanding. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and learning strategies and ensemble experiences. Requires a tryout.

Advanced Band II

Enhances level-one skills and provides further opportunities for advanced-level performers to develop and refine performance skills and precision on a wind or percussion instrument. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress, individual learning strategies and ensemble experiences. Requires a tryout.

Advanced Band III

Enhances level-two skills and provides further opportunities for advanced-level performers to develop and refine performance skills and precision on a specific instrument. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress, individual learning strategies and ensemble experiences. Requires a tryout.

Advanced Band IV

Enhances level-three skills and provides further opportunities for advanced-level performers to develop and refine performance skills and precision on a wind or percussion instrument. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress in an increasing breadth of repertoire, individual learning strategies and ensemble experiences.

Percussion

Focuses on the skill set of the percussion players. **Requires a tryout and approval of the instructor.**

Mastery Band

Enhances the development of master skills in music reading and performance techniques. A variety of mastery band literature of various historical and contemporary styles and genres is performed. Students extend their knowledge of music theory, including analysis of form. They explore compositional and improvisational techniques of instrumental music.

Beginning Chorus

Provides opportunities to develop performance skills and knowledge in choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences.

Intermediate Chorus

Provides intermediate-level performers opportunities to increase performance skills and knowledge in choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Organizes objectives for self-paced progress through all four levels. Stresses individual progress and group experiences. Requires a tryout.

Advanced Chorus

Provides opportunities for advanced-level performers to increase performance skills and knowledge in all-female choral singing. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Stresses self-paced progress and group experiences. **Requires a tryout.**

Dramatic Arts/Fundamentals I

Serves as prerequisite for other theater/drama courses. Develops and applies performance skills through basic vocal, physical and emotional exercises; includes improvisation and scene study and related technical art forms.

Dramatic Arts/Musical Theater I

Introduces the style and characteristic elements of modern musical theater. Covers production staging, orchestration, voice and dance; offers an opportunity for team teaching through interdisciplinary collaboration with the chorus, band, art, technology, physical education and dance instructors. Offers opportunity for performance.

Dramatic Arts/Musical Theater II

Enhances level-one skills with a focus on voice production and provides opportunities for performance.

Dramatic Arts/Musical Theater III

Enhances level-two skills by producing and studying literature as related to theater. Provides opportunities for performance with focus on language arts classes.

Acting and Production in Film I - Introduces the basics of acting and directing for the camera, with a focus on scene study and the differences between theatre and film. Students apply basic acting and directing techniques such as character development, audition techniques, vocal and physical techniques, and script analysis. Introduces students to on-camera performance in various genres and addresses the technical requirements of film acting such as framing, lighting, playing to the camera, shooting out of sequence, and other production considerations. Students explore the process of finding auditions for film and television and getting work on camera.

Acting and Production in Film II - Presents an advanced, hands-on approach to filmmaking. Students assume the roles of director, actor, producer, and technician to focus on the production of short films. Students apply acting and directing techniques such as character development, audition techniques, vocal and physical techniques, and script analysis. Students address the technical requirements of film acting such as framing, lighting, playing to the camera, shooting out of sequence, editing, and post-production. Students explore the process of finding auditions for film and television and getting work on camera.

Acting and Production in Film III - Enhances level-two skills. Presents an advanced, hands-on approach to filmmaking. Students assume the roles of director, actor, producer, and technician to focus on the production of short films. Students explore the process of finding auditions for film and television and getting work on camera.

Acting and Production in Film IV - Enhances level-three skills. Presents an advanced, hands-on approach to filmmaking. Students assume the roles of director, actor, produce, and technician to focus on the production of short films. Students explore the process of finding auditions for film and television and getting work on camera.

Beginning Piano I

Introduces basic piano keyboard techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music. Provides an individualized setting.

Beginning Piano II

Enhances level-one skills and provides further opportunities for individualized study of keyboard techniques. Covers performance and production, analysis and theoretical studies, historical and cultural contributions and influences, creative aspects of music and appreciation of music.

Beginning Guitar I-III

This course is designed to be a beginning guitar course in which students perform, respond, create, and connect to music through the guitar.

AP Music Theory

The AP Music Theory course corresponds to one or two semesters of a typical introductory college music theory course that covers topics such as musicianship, theory, musical materials, and procedures. Musicianship skills, including dictation and other listening skills, sight-singing, and harmony, are considered an important part of the course. Through the course, students develop the ability to recognize, understand, and describe basic materials and processes of tonal music that are heard or presented in a score. Development of aural skills is a primary objective. Performance is also part of the curriculum through the practice of sight singing. Students understand basic concepts and terminology by listening to and performing a wide variety of music. Notational skills, speed, and fluency with basic materials are also emphasized.

Pathways Offered at RCHS

Business & Technology Pathway

Course	Description	Prerequisite
Intro to Business & Technology	Introduction to Business & Technology is the foundational course for Advanced Accounting, Business Accounting, and Financial Services pathways. The course provides an overview of business and technology skills required for today's business environment. Knowledge of business principles, the impact of financial decisions, and technology proficiencies demanded by business combine to establish the elements of this course.	None
Business & Technology	How is technology used to solve business problems and communicate solutions? Business and Technology is designed to prepare students with the knowledge and skills to be an asset to the collaborative, global, and innovative business world of today and tomorrow.	Intro to Business & Technology
Business Communication & Presentations	What message are you sending when you speak, write, and listen? As one of the most important skills for employers, students will explore the value of communication in their personal and professional life. The digital presence and impact of written and visual communication in a technological society will be addressed.	Completion of BOTH Intro to Business & Technology and Business & Technology

Financial Services Pathway

Course	Description	Prerequisite
Intro to Business & Technology	Introduction to Business & Technology is the foundational course for Advanced Accounting, Business Accounting, and Financial Services pathways. The course provides an overview of business and technology skills required for today's business environment. Knowledge of business principles, the impact of financial decisions, and technology proficiencies demanded by business combine to establish the elements of this course.	None
Financial Literacy	Students need to be informed about their financial responsibilities today and to prepare for the real choices ahead. In this course they will learn about career decisions, money management, financial security, credit management, resource management, risk management, and consumer rights and responsibilities. Business partnerships with financial companies, guest speakers, field trips, and work-based learning activities can be incorporated in this course. Mastery of these standards through project-based learning and leadership development activities of Future Business Leaders of America (FBLA) will help prepare students with a competitive edge for the global marketplace.	Intro to Business & Technology
Banking, Investing, & Insurance	Basics of banking and credit include a brief history of money and banking, negotiable instruments, creation of credit, and the function of banks. Methods for measuring the financial performance of financial institutions are analyzed. Students will be introduced to a variety of investment options and learn to determine the appropriate options for an investment goal. By analyzing financial reports and employing other tools to predict growth rates and return on investment, students will develop strategies to produce financial growth strategies for a business. An investigation of careers in the financial services industry will be explored throughout this course. Concepts of this course will	Completion of BOTH Intro to Business & Technology and Financial Literacy

	be enhanced by business partnerships with community financial institutions, investment firms, insurance companies,	
--	--	--

Web Digital Design Pathway

Course	Description	Prerequisite
Intro to Software Technology	Introduction to Software Technology is the foundational course for Cloud Computing, Computer Science, Game Design, Internet of Things, Programming, Web and Digital Design, and Web Development pathways. This course is designed for high school students to understand, communicate, and adapt to a digital world as it impacts their personal life, society, and the business world. Exposure to foundational knowledge in programming languages, software development, app creation, and user interfacing applications are all taught in a computer lab with hands-on activities and project-focused tasks.	None
Digital Design	Using web design as the platform for product design and presentation, students will create and learn digital media applications using elements of text, graphics, animation, sound, video and digital imaging for various format. The digital media and interactive media projects developed and published showcase the student skills and ability. Emphasis will be placed on effective use of tools for interactive multimedia production including Storyboarding, visual development, project management, digital citizenship, and web processes.	Intro to Digital Technology
Web Design**	Taking this course will equip students with the ability to plan, design, and create a web site. Students will move past learning how to write code and progress to designing a professional looking web site using graphical authoring tools that contains multimedia elements. Working individually and in teams, students will learn to work with web page layout and graphical elements to create a professional looking web site.	Completion of Intro to Digital Technology and Digital Design

Nutrition & Food Science Pathway

Course	Description	Prerequisite
Food, Nutrition, & Wellness	Food, Nutrition and Wellness is the foundational course in the nutrition and food science pathway. The focus of the course is centered on healthy food and lifestyle choices. Students will investigate the interrelationship of food, nutrition and wellness to promote good health.	None
Food for Life**	Food for Life is an advanced course in food and nutrition that addresses the variation in nutritional needs at specific stages of the human life cycle: lactation, infancy, childhood, adolescence, and adulthood including elderly. The most common nutritional concerns, their relationship to food choices and health status and strategies to enhance well-being at each stage of the lifecycle are emphasized.	Food, Nutrition, & Wellness

Food Science**	Food science integrates many branches of science and relies on the application of the rapid advances in technology to expand and improve the food supply. Students will evaluate the effects of processing, preparation, and storage on the quality, safety, wholesomeness, and nutritive value of foods.	Completion of BOTH Food, Nutrition, & Wellness and Food for Life
Sports Nutrition	This course is designed to prepare students to enter the growing field of sports nutrition. Students will learn how to help athletes optimize their performance through diet. The course will focus on foundations in sports nutrition and analysis of nutritional needs for adolescents and young adult athletes. Students will identify deficiencies and excesses in the diets of athletes, apply research in the area of sports nutrition, utilize current dietary principles to optimize performance, and identify disordered eating and weight management practices inherent in many sports. Students will learn how to plan balanced prevent, performance day and recovery diets tailored to the unique needs of strength building and endurance athletes.	Completion of BOTH Food, Nutrition, & Wellness and Food for Life

Programming Pathway

Course	Description	Prerequisite
Intro to Software Technology	Introduction to Software Technology is the foundational course for Cloud Computing, Computer Science, Game Design, Internet of Things, Programming, Web and Digital Design, and Web Development pathways. This course is designed for high school students to understand, communicate, and adapt to a digital world as it impacts their personal life, society, and the business world. Exposure to foundational knowledge in programming languages, software development, app creation, and user interfacing applications are all taught in a computer lab with hands-on activities and project-focused tasks.	None
Computer Science Principles** OR AP Computer Science Principles**	How can computing change the world? What is computer science? Engage your creativity, demonstrate and build your problem-solving ability all while connecting the relevance of computer science to the society! Computer Science (CS) Principles is an intellectually rich and engaging course that is focused on building a solid understanding and foundation in computer science. This course emphasizes the content, practices, thinking and skills central to the discipline of computer science. ----- AP Computer Science Principles is an introductory college-level computing course. Students cultivate their understanding of computer science through working with data, collaborating to solve problems, and developing computer programs as they explore concepts like creativity, abstraction, data and information, algorithms, programming, the internet, and the global impact of computing.	Intro to Digital Technology

Programming, Apps, Games and Society**	Are you ready to design and develop? The course is designed for high school students to strategize, design, and develop games and mobile and desktop applications that can be produced in the real world. Students will learn about life-cycles of project development and use models to develop applications. Attention will be placed on how user interfaces affect the usability and effectiveness of a game or an application. Programming constructs will be employed which will allow students' applications to interact with "real world," stimuli. The course exposes students to privacy, legality, and security considerations with regards to the software industry.	Completion of BOTH Intro to Digital Technology and Computer Science Principles/AP Computer Science Principles
Game Design: Animation and Simulation** OR AP Computer Science**	Students completing this course will gain an understanding of the fundamental principles used at every stage of the game creation process. First, game genres and modes of play are explored in terms of the psychology of incentives, motivation to play, and social networking. Next, virtual characters and non-player characters are reviewed from concept drawing to 2D and 3D art, rigging, and animation. Next, level design, storytelling, and animation are added to develop a virtual world around the characters. ----- AP Computer Science A introduces students to computer science through programming. Fundamental topics in this course include the design of solutions to problems, the use of data structures to organize large sets of data, the development and implementation of algorithms to process data and discover new information, the analysis of potential solutions, and the ethical and social implications of computing systems. The course emphasizes object-oriented programming and design using the Java programming language.	Completion of Intro to Digital Technology, Computer Science Principles, and Programming, Apps, Games, and Society

**Course meets fourth science or world language requirement; Two computer science courses from the same pathway will satisfy two years of sequenced foreign language courses.

RCA Pathways

Pathway	1 st Course Sequence	2 nd Course Sequence	3 rd Course Sequence
Audio/ Video Tech and Film	Audio/Video Tech & Film I	Audio/Video Tech & Film II	Audio/Video Tech & Film III
Automobile Technologies	Automotive Technologies I	Automotive Tech II	Automotive Tech III
Barbering	Intro to Personal Services	Barbering II	Barbering III
Construction	Industrial Fund & Occupational Safety	Intro to Construction	Carpentry I
Culinary Arts	Intro to Culinary Arts	Culinary Arts I	Culinary Arts II
Cybersecurity	Intro to Hardware Technology	Intro to Cybersecurity	Advanced Cybersecurity
Education – Early Childhood	Early Childhood I	Early Childhood II	Early Childhood III or ECE Practicum
Graphic Design	Intro to Graphic Design	Graphic Design & Production	Advanced Graphic Design
Therapeutic Services (Healthcare)	Intro to Healthcare	Essentials of Healthcare	Patient Care Surgical Tech Phlebotomy
Interior Design	Interior Design	Fundamentals of Fashion	Textile Science
Law Enforcement/ Criminal Investigation	Intro to Law, Public Safety, Corrections and Security	Criminal Justice Essentials	Applications of Law
Manufacturing	Foundation of Manufacturing & Materials	Robotics & Automated Systems	Production Enterprises
Marketing & Entrepreneurship	Marketing Principles	Marketing & Entrepreneurship	Marketing Management
Veterinary Science	Basic Agriculture	Animal Science	Veterinary Science Small Animal Care
Welding (RCA)	Fundamentals of Occupational Safety	Introduction to Metals	Welding I
Workplace Spanish	Workplace Spanish	Adv. Workplace Spanish	

Page intentionally left blank.