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**2022-2023**

**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. Salem and RCA will work together to try and meet all course request. Sometimes it is not possible to get the exact course selected. It is extremely important, therefore, that alternate course choices be listed for elective course 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 question, attending tutorials) and with approval from the principal.

**RCPS Graduation Requirements, Class of 2018 and after**

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| --- | --- | --- |
| **Language Arts** | 1 unit 9th Grade Lit./Comp.1 unit 10th Grade Lit/Comp1 unit American Lit./Comp.1 unit 12th Grade Lit/Comp | AP or dual enrollment can be substituted, as available |
| **Mathematics** | 1 unit Coordinate Algebra1 unit Analytic Geometry1 unit Advanced Algebra\*1 unit of 4th Math may include: Pre-Calculus, College Readiness Math, Statistical Reasoning, AP Stats, or AP Calculus | A DE equivalent for Algebra and Geometry do not exist. |
| **Science** | 1 unit Biology1 unit Physical Science or Physics or Conc. Physics1 unit Chemistry or Environmental Science1 unit of 4th Science (Anatomy, Forensics, etc.) | Any AP course or dual enrollment can be substituted |
| **Social Studies** | 1 unit Government,1 unit World History1 unit U.S. History1 unit Economics | AP or dual enrollment can be substituted |
| **Health/Safety****Physical Education** | .5 unit Health.5 unit Personal Fitness |  |
| **CTAE****Fine Arts****Foreign Lang** | 3 Units\* |  |
| **Electives** | 4 units |  |
| **Total** | 24 units |  |

\*Students planning to attend a college or university must take a minimum of two years of the same **foreign language** to meet admission requirements.

**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.

*Course descriptions, information was taken from the GA DOE, IDA Course description spreadsheet.*

**Language Arts Courses**

**9th Grade Literature & Composition (Excel Course available)**

This course focuses on a study of literary genres; the students develop initial understanding of both the structure and the meaning of a literary work. The students explore the effect of the literary form in regards to interpretation. The students will read across the curriculum to develop academic and personal interests in different subjects. While the focus is technical writing in ninth grade literature, the student will also demonstrate competency in a variety of writing genres: narrative, expository, persuasive, and technical. The students will engage in research, timed writings, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking, rather than in isolation. The students demonstrate an understanding of listening, speaking, and viewing skills for a variety of purposes.

**10th Grade Literature & Composition (Excel Course available)**

This course focuses on a study of literary genres; the student develops understanding that theme is what relates literature to life and that themes are recurring in the literary world. The students explore the effect of themes in regard to interpretation. The students will read across the curriculum to develop academic and personal interests in different subjects. While the focus is persuasive writing in tenth grade literature, the student will also demonstrate competency in a variety of writing genres: narrative, expository, and technical. The student will engage in research, timed writings, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking, rather than in isolation. The students demonstrate an understanding of listening, speaking, and viewing skills for a variety of purposes.

**11th Grade Literature & Composition (AP Course available)**

This course focuses on the study of American literature, writing modes and genres, and essential conventions for reading, writing, and speaking. The student develops an understanding of chronological context and the relevance of period structures in American literature. The students develop an understanding of the ways the period of literature affects its structure and how the chronology of a work affects its meaning. The students read a variety of informational and literary texts in all genres and modes of discourse. Reading across the curriculum develops students’ academic and personal interests in different subjects. While expository writing is the focus in American literature, the students will also demonstrate competency in a variety of writing genres: narrative, persuasive, and technical. The student will engage in research, timed writing, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking. The students demonstrate an understanding of listening, speaking, and viewing skills for a variety of purposes.

**12th Grade Literature & Composition (AP Course available)**

This course focuses on the study of British literature, writing modes and genres, and essential conventions for reading, writing, and speaking. The students develop an understanding of chronological context and the relevance of period structures in British literature. The students develop an understanding of the ways the period of literature affects its structure and how the chronology of a work affects its meaning. The students encounter a variety of informational and literary texts and read texts in all genres and modes of discourse. Reading across the curriculum develops the students’ academic and personal interests in different subjects. While the continued focus is expository writing in British literature, the student will also demonstrate competency in a variety of writing genres: narrative, persuasive, and technical. The students will engage in research, the impact that technology has on writing, timed writing, and the writing process. Instruction in language conventions will occur within the context of reading, writing, and speaking, rather than in isolation. The students demonstrate an understanding of listening, speaking, and viewing skills for a variety of purposes.

**Dramatic Writing**

Applies skills to culminate in creating and developing dramatic writing for theatrical media with special emphasis on film and television. Includes development of “writerly stance” by reading, viewing, and analyzing tests and visual media from a writer’s point of view, with focus on understanding the construction process and including the application of conventions of standard English grammar and usage. Note: This course meets fourth English Language Arts core requirement.

**AP Language/Composition (American Literature/Composition - 11th grade**)

 This course focuses on the study of American literature, embracing its rhetorical nature and recognizing the literature as a platform for argument. It also emphasizes a variety of writing modes and genres and the essential conventions of reading, writing, and speaking. The students will develop an understanding of how historical context in American literature affect its structure, meaning, and rhetorical stance. The course will enable students to become skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts. The students will encounter a variety of informational, literary, and non-print texts from across the curriculum and read texts in all genres and modes of discourse, as well as visual and graphic images. Instruction in language conventions and essential vocabulary will occur within the context of reading, writing, speaking, and listening. The students will demonstrate an understanding of listening,

**AP Literature/Composition (12th Grade AP English)**

The course focuses on an intensive study of representative works from various literary genres and periods. The focus is on the complexity and thorough analysis of literaryworks. The students will explore the social and historical values that works reflect and embody. The textual detail and historical context provide the foundation for interpretation: the experience of literature, the interpretation of literature, and the evaluation of literature. Writing to evaluate a literary work involves making and explaining judgments about its artistry and exploring its underlying social and cultural values through analysis, interpretation, and argument (e.g. expository, analytical, and argumentative essays). The writers will develop stylistic maturity: strong vocabulary, sentence variety, and effective use of rhetoric to maintain voice**.**

**Science Courses**

**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, health-care 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.

**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.

**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.

**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.

**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.

**Conceptual Physics**

Conceptual Physics offers students an opportunity to learn how to apply their knowledge of the scientific method by performing experiments involving the elements, energy, force and motion. Students will also develop critical thinking and problem solving skills, which will be practiced during laboratory activities. Successful completion of this course will be demonstrated by the student in his or her understanding of the underlying concepts of physical science, and his or her ability to use the laboratory to solve problems.

**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)

**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. **Requires 2 class periods.** (College Board course description.)

**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)

**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**

**Coordinate Algebra**

The fundamental purpose of Coordinate Algebra is to formalize and extend the mathematics that students learned in the middle grades. The critical areas, organized into units, deepen and extend understanding of linear relationships, in part by contrasting them with exponential phenomena, and in part by applying linear models to data that exhibit a linear trend. Coordinate Algebra uses algebra to deepen and extend understanding of geometric knowledge from prior grades. The final unit in the course ties together the algebraic and geometric ideas studied. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

**Analytical Geometry**

This is the second in the sequence of secondary mathematics courses designed to ensure that students are college and work ready. The focus of Analytic Geometry on the coordinate plane is organized into 6 critical areas; transformations on the coordinate plane, the study of similarity, the study of circles, the study of quadratic functions (relationships to linear and exponential functions and circles), and the study of probability.

**Advanced Algebra**

This is the third in the sequence of secondary mathematics courses designed to ensure that students are college and work ready. It is in Advanced Algebra that students pull together and apply the accumulation of learning that they have from their previous courses, with content grouped into six critical areas. They apply methods from probability and statistics to draw inferences and conclusions from data. Students expand their repertoire of functions to include polynomial, rational, and radical functions. They expand their study of right triangle trigonometry to model periodic phenomena. And, finally, students bring together all of their experience with functions and geometry to create models and solve contextual problems.

**College Readiness Math**

This a fourth course option designed to serve as a bridge for high school students who will enroll in non-STEM post-secondary study. 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.

**Pre-Calculus**

This is the fourth in the sequence of secondary mathematics courses designed to ensure that students are college and work ready. Pre-Calculus focuses on standards to prepare students for a more intense study of mathematics. The critical areas organized in seven units delve deeper into content from previous courses. The study of circles and parabolas is extended to include other conics such as ellipses and hyperbolas. Trigonometric functions are further developed. Matrices provide an organizational structure in which to represent and solve complex problems. Students expand the concepts of complex numbers and the coordinate plane to represent and operate upon vectors. Probability rounds out the course using counting methods, including their use in making and evaluating decisions.

**Statistical Reasoning**

This is a fourth mathematics course option for students who have completed Advanced Algebra

which offers opportunities to strengthen the understanding of the statistical method of inquiry and statistical simulations.

**AP Statistics**

Follows the College Board syllabus for the Advanced Placement Statistics Examination. Covers four major themes: exploratory analysis, planning a study, probability, and statistical inference. **Prerequisite Advanced Algebra**

**AP Calculus AB**

Follows the College Board syllabus for the Advanced Placement Calculus AB Examination. Includes properties of functions and graphs, limits and continuity, differential and integral calculus. **Prerequisite: Pre-Calculus**

**Social Studies Courses**

**Government – 9th Grade (Excel and AP courses available, per availability)**

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 (Excel and 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**

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 (10th grade World History)**

Conforms to the College Board topics for Advanced Placement World History. Includes study of cultural, political, social and economic history. Stresses research and writing skills.

**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 Economics – Need description**

**PE/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/Advanced 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**

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

**Intro Team Sports/Intermediate Team Sports – YEAR LONG**

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.

**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 – Need description**

**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 – Need description**

**Academic Electives**

**Coordinate Algebra Support**

**Analytic Geometry Support**

**Advanced Algebra Support**

**AVID 9**

 **AVID 10**

 **AVID 11**

**AVID 12**

**World Geography**

Investigates regions of the world and how these regions influence the historical, economical, 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).

**Current Issues (Offered 1st Semester)**

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.

**Individual and the Law (Offered 2nd Semester – Continuation Course for Current Issues)**

Course analyzes the foundations and functions of the American legal system and examines types of laws, the individual's relationship to the law and major court decisions. Integrates and reinforces social studies skills.

**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. **(Sometimes offered at RCA)**

**Journalism – Yearbook—YEAR LONG**

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 of the instructor to enroll.**

**Fine Arts Electives**

**Visual Arts/Comprehensive I**

Introduces art history, art criticism, aesthetic judgment and studio production. Emphasizes the ability to understand and use elements and principles of design through a variety of media, processes and visual resources. Explores master artworks for historical and cultural significance.

**Visual Arts/Drawing**

Explores a variety of drawing techniques and media; emphasizes developing basic drawing skills and critical analysis skills for responding to master drawings. Examines solutions to drawing problems through student drawings and those of other artists. Covers Western and non-Western cultures.

Enhances level-one skills in technique and provides further exploration of drawing media; reinforces basic drawing skills and critical analysis skills for responding to master drawings of different historical styles and periods. Examines solutions to drawing problems through student drawings and those of other artists.

**Visual Arts/Painting**

Explores a variety of techniques and wide range of painting media; emphasizes developing basic painting and critical analysis skills for responding to master paintings. Examines solutions to painting problems through the study of the color theory and composition. Emphasizes the concept and development of personal style. Covers Western and non-Western cultures.

Enhances level-one painting skills and offers opportunities to apply painting techniques in a variety of media; emphasizes critical analysis skills for responding to master paintings of different styles and historical periods. Resolves selected painting problems and emphasizes the concept and development of personal style.

**Visual Arts/Drawing & Painting**

Introduces drawing and painting techniques and a variety of drawing and painting media. Stresses critical analysis of master paintings and drawings of different styles and historical periods; emphasizes problem-solving techniques to achieve desired results in personal work.

Enhances level-one drawing and painting skills and provides opportunities to apply painting and drawing techniques in a variety of media. Stresses critical analysis of master paintings and drawings of different styles and historical periods; emphasizes problem-solving techniques to improve techniques and mastery of materials.

**Visual Arts/Advanced Placement Studio: Drawing Portfolio**

Conforms to College Board topics for the Advanced Placement Studio Art Drawing Portfolio Examination. Requires submission of original works and slides to be evaluated on quality. Provides experiences using different drawing media and approaches; designed for students interested in the practical experiences of art.

**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 – Need description**

**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/Fundamentals II**

Enhances level-one skills by producing and studying children's theater in depth with performance opportunities.

**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.

**Dramatic Arts/Technical Theater I**

Introduces technical considerations of play production; covers properties, lighting and

settings, program, box office, marketing, management, make-up and costumes.

**Dramatic Arts/Technical Theater II**

Enhances level-one skills and introduces aspects of drafting, creation of lighting, sound, properties, costumes and make-up design. Offers opportunities to apply skills in these areas.

**Dramatic Arts/Advanced Drama I**

Introduces acting and theater as disciplined art forms; covers methods to observe and understand human behavior and to use those observations to create a character. Includes basic techniques of stage movement and use of physical expression for communication. Enhances vocal techniques and specific patterns for better verbal communication.

**Dramatic Arts/Advanced Drama II**

Enhances level-one skills; focuses on continued development of observation skills for character creation. Uses historical, textual and improvisational studies.

**Pathways Offered at RCHS**

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| **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 |

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| **Entrepreneurship 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 |
| Legal Environment of Business | Legal Environment of Business addresses statutes and regulations affecting businesses, families, and individuals. All students will benefit with the knowledge of business law as they will eventually assume roles as citizens, workers, and consumers in their communities and in society at large. | Intro to Business & Technology |
| Entrepreneurship | How do you turn an idea into a business? Experience just that in this course! Entrepreneurship focuses on recognizing a business opportunity, starting a business, operating and maintaining a business. Students will be exposed to the development of critical thinking, problem solving, and innovation in this course as they will either be the business owner or individuals working in a competitive job market in the future. | Completion of BOTH Intro to Business & Technology and Legal Environment of Business |
| Human Resource Principles | HIRED or FIRED? Students will analyze the primary functions of human resources management which include recruitment, selection, training, development, compensation, and evaluation. The course is designed to equip students with operational knowledge of hiring, managing, and firing employees. Throughout this course students will be introduced to the Human Resource Management role by following the life cycle of an employee from organizational entry to exit. | Completion of Intro to Business & Technology, Legal Environment of Business, and Entrepreneurship |

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| **Web Digital Design Pathway** |
| **Course** | **Description** | **Prerequisite** |
| Intro to Digital Technology | 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 hardware, software, programming, web design, IT support, and networks are all taught in a computer lab. Students will not only understand the concepts, but apply their knowledge to situations and defend their actions/decisions/choices through the knowledge and skills acquired in this course. | 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 will 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 |

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| **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 |
| **Programming Pathway** |
| **Course** | **Description** | **Prerequisite** |
| Intro to Digital Technology | 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 hardware, software, programming, web design, IT support, and networks are all taught in a computer lab. Students will not only understand the concepts, but apply their knowledge to situations and defend their actions/decisions/choices through the knowledge and skills acquired in this course. | None |
| 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. | 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. | Intro to Digital Technology and Computer Science Principles |
| AP Computer Science | 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. |  |
| AP Computer Science principles | Need Description  |  |

**RCA Pathways**

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| **Pathway** | **1st Course Sequence** | **2nd Course Sequence** | **3rd Course Sequence** |
| **Architectural Drawing & Design** | Intro to Engineering Drawing & Design | Architectural Drawing & Design  | Architectural Drawing & Design |
| **Broadcast/Video Design** | Audio/Video Tech & Film I | Audio/Video Tech & Film II | Audio/Video Tech & Film III |
| **Computer Networking** | Intro to Digital Technology | Information Technology Support | Networking Systems |
| **Computer Science** | Intro to Digital Technology | Computer Science Principles | AP Computer Science |
| **Networking** | Intro to Digital Technology  | Networking Fundamentals | Networking Systems |
| **Construction** | Occupational Safety & Fundamentals | Intro to Construction | Carpentry or Electrical |
| **Culinary Arts** | Intro to Culinary Arts | Culinary Arts I | Culinary Arts II |
| **Education – Early Childhood** | Early Childhood I | Early Childhood II | Early Childhood III |
| **Electronics** | Foundation of Electronics | AC/DC Circuits | Digital Electronics |
| **Fashion Marketing** | Marketing Principles | Fashion Merchandising & Retail | Advanced Fashion Merchandising & Retail  |
| **Graphic Design** | Intro to Graphics & Design | Graphic Design & Production | Advanced Graphic Design |
| **Healthcare- Allied Health** | Intro to Healthcare | Essentials of Healthcare | Allied Healthcare |
| **Healthcare- Patient Care** | Intro to Healthcare | Essentials of Healthcare | Patient Care |
| **Healthcare – Sports Medicine** | Intro to Healthcare | Essentials of Healthcare | Sports Medicine |
| **Law & Justice** | Into to Law | Criminal Justice Essentials | Criminal Justice Investigations |
| **Manufacturing** | Foundation of Manufacturing & Materials | Robotics | Production Enterprises |
| **Sports & Entertainment Marketing** | Marketing Principles | Introduction to Sports & Entertainment | Advanced Sports & Entertainment Marketing |
| **Teaching as a Profession** | Examining the Teaching Profession | Contemporary Issues in Education | Teaching as a Profession Internship |
| **Transportation & Logistical Support** | Basic Maintenance & Light Repair I | Basic Maintenance & Light Repair II | Basic Maintenance & Light Repair III |
| **Veterinary Science** | Basic Agriculture | Animal Science | Veterinary Science |
| **Interior Design** | Interior Design I | Interior Design II | Interior Design III |