

Oxford Preparatory Upper School Course Registration Packet 2018-19



Oxford Preparatory School

www.oxfordprep.org

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Nurturing Potential - Inspiring Excellence-Developing Leaders

Mission Statement

Oxford Preparatory School's purpose is to graduate future leaders who have completed a rigorous curriculum, performed community service, and developed an appreciation of the arts in preparation for the challenges of the college of their choice. With support from our diverse community, we will cultivate intellectual curiosity in well-rounded students by engaging in critical thinking and experiential learning.

Curriculum

The Oxford Prep curriculum is specifically designed to offer expanded learning experiences for students who aspire to earn a four-year college degree. We expect each student to master the college preparatory curriculum within four years. We challenge each of our students beyond the traditional measures of proficiency and drive them to excel.

Unlike many other schools that have a goal for students to simply graduate from high school, the goal at Oxford Prep is that students graduate from COLLEGE. This means that our expectations for students at Oxford Prep are intentionally set higher because we are focused on preparing students for success in college. Graduation requirements include enrollment in a minimum one AP or dual enrollment class for ALL enrolled students. All students must also complete 3 credits in the same foreign language, 15 hours of community service each year, and a senior seminar as a capstone class. We also have high expectations for students in terms of discipline, personal responsibility and organization, timeliness in completion of work, and attendance in class.

Our Scholars Program reaches far beyond most typical "Honor's Programs." Scholars begin taking high school classes in the 8th grade. Some 7th grade students will be able to enroll in high school credit classes. As 9th graders, the Scholars will take their first Advanced Placement class. To graduate as a Scholar, students must take at least 5 AP classes and the associated AP exams. Beginning in the 11th grade scholars who meet criteria established by VGCC and also exhibit the study skills necessary to be successful in college classes will also have access to college classes both on the campus of Oxford Prep and on the various campuses of Vance Granville Community College. This innovative program of study will prepare students for selective colleges and universities in and outside of North Carolina. The students who successfully complete this program will have the opportunity to earn a minimum of 21 hours of college credits through AP testing and college coursework in only four years. This innovative partnership began in 2015 and participating 11th & 12th grade students have successfully completed an average of 8 college credit hours each semester.

Students who have consistently scored at least in the top 70th percentile on EOG scores in the most recent school years on both math and reading, and have earned A's and B's will be ideal candidates for entry into the

Oxford Prep Scholars Program. To remain in the Scholars Program, students must continue to make acceptable progress on all coursework including the college and elective classes.

OPS instruction will focus on developing each and every student's ability to think critically, problem solve, synthesize their knowledge, use a multiplicity of views and demonstrate their learning beyond a traditional multiple choice assessment. Assessments at OPS will often take the form of essays or in-depth research projects. Writing will not only be a focus in English classes, but across the core curriculum. Students will create a research project and paper at least once in each of the four core departments.

Course Loads

All students will attend classes 8 periods per year, for a full year (11th & 12th grade students who are ahead of graduation progress, may elect to take fewer than 8 classes). This will allow in-depth study of complex concepts and exploration beyond the basic requirements of the North Carolina Standard Course of Study. A yearlong course of study allows students to maintain a constant level of knowledge and become better equipped to take AP exams, which are offered only in May of each year. **Students who aspire to participate in high school athletic programs must maintain passing scores in a NCHSAA minimum course load (Please refer to OPS Athletics Handbook linked on OPS website for detailed eligibility information).**

Graduation Requirements

Graduation requirements for OPS mirror the suggested requirements for entry into most of the schools of the North Carolina University System. The graduation requirements of OPS exceed those currently required by the schools in Granville and Vance counties. These requirements include exceptional academic requirements, including 3 credits in one foreign language and a four credits of English, math, science, and social studies. At OPS we also recognize the importance of the development of creative and practical skills. Consequently our graduation requirements also incorporate a minimum of community service hours and a fine arts project requirement.

All students will participate in a college bound academic track with additional requirements for students selected for the OPS Scholars program. Minimum graduation requirements for all students are:

- 4 Math credits – the lowest level to be Math I.
- (Any remedial math course the student requires to be successful in Math I may be used to fulfill an elective requirement.)
- 4 English credits
- 4 Social Studies credits (World History, American History I & II, and Civics & Economics)
- 4 Science credits (Including a minimum of Biology, Chemistry, and Earth and Environmental)
- 3 Foreign Language credits (In the same language)
- 1 Healthful and Physical Education credit
- 7 additional electives (For a total of 27 credits)
- At least 1 Advanced Placement or Dual Enrollment college level course in the area of the student's choice for every enrolled student.
- 60 hours of community service – to be approved by an advisor. (15 hours each school year) (Please refer "Student Service Program" page on the OPS website for detailed information)

- Fine Arts project – to be approved by an advisor. (This requirement can be fulfilled through a fine arts course. Please refer to the “Fine Arts” page on the OPS website for detailed information)

Oxford Prep Scholars must meet a baseline set of academic requirements and obtain administrative approval to pursue this course of study. To receive Scholars cords and designation on the diploma they must fulfill all graduation requirements...

+PLUS+

Complete a minimum of 5 AP or CCP classes potentially beginning in the freshman year. Acceptable courses to meet Scholars designation must include the following sequence:

- AP US Government & Politics (9th grade)
- AP Environmental Science (10th grade)
- AP English Language (11th grade)
- CCP/VGCC MAT 143/152/171 (12th grade)
- One additional AP class of the student’s choice

Scholar status may also be obtained through administrative approval as a result of obtaining passing grades in at least 5 college level courses across all four disciplines.

Students must pass the course and take the AP Exam in all of these classes to graduate with the designation of an Oxford Prep Scholar.

MIDDLE SCHOOL COURSE REQUIREMENTS

Students in the 7th and 8th grades are required to complete courses in Math, Science, Social Studies, Language Arts and Health and Physical Education. They may then choose 3 electives per semester. Middle school students must also fulfill a minimum of 15 service hours in the local community (Please refer “Student Service Program” page on the OPS website for detailed information).

MIDDLE SCHOOL COURSE REQUIREMENTS	7th Grade	8th Grade
7th Grade Math, Accelerated 7th Grade Math, Math I* (*Math I enrollment may require double math course enrollment*)	XX	Not Applicable
8th Grade Math or 8th Grade/Math I* (*Math I enrollment may require double math course enrollment*)	Not Applicable	XX
Language Arts	XX	XX (May be fulfilled with High School English I)
Social Studies	XX	XX (May be fulfilled with High School Civics & Economics)
Science	XX	XX (May be fulfilled with High School Earth & Environmental)
Health and Physical Education	XX	XX
3 electives per semester	XX	XX

Promotion Policy

Each year, every student in each grade must pass six out of the eight classes. Included in the six must be passing grades for BOTH English/Language Arts and Math. Students who do not pass English or Math will have the opportunity to earn credit through summer school to take the class during the summer for a passing grade. Otherwise, the student will be retained in the same grade for the following year. All students must also complete 15 documented and approved service hours each year in order to be promoted. All students must make a 3 or better on any EOG/EOC. Students who do not demonstrate mastery by achieving a 3 or better on EOG/EOC's can earn credit by attending summer school and then retaking the test upon completion of summer school session/s. Students who do not achieve a 3 or better and who do not attend summer school will not earn credit for the class which will likely result in their retention. EOGs and EOCs are currently administered in 7th & 8th grade math and Language Arts, 8th grade Science, Math I, English II and Biology. 8th grade students who are enrolled in high school classes are required to take both the 8th grade tests and the associated high school exam.

Awards Policy

Academic awards are determined at the end of each semester. Students who make above a 3.5 semester weighted GPA AND have NO grades below a C will be eligible for the Director's List. Those who make above a 3.0 overall weighted GPA AND have NO grades below a C will be eligible for the Honor Roll. Beginning in the second semester of their sophomore year, students who have demonstrated a commitment to service and high integrity, who have maintained a 3.0 overall un-weighted GPA and have NO grades below a C will be eligible for induction into National Beta Club.

OPS Course Descriptions

English/Language Arts

ENGLISH LANGUAGE ARTS 7

Prerequisite: None

All students, unless they are a part of the Scholars program, will take 7th grade ELA. During the course of the year, students will focus on reading and will learn about and complete numerous writing assignments; paragraphs, essays, poems, and creative projects will have the opportunity to earn credit through summer school this year. Assignments and projects will be created by combining areas of study, literacy terms, technology, research, and writing skills and strategies. Independent reading will be expected continuously, with pertinent writing assignments being given on a regular basis. Learning to work collaboratively is essential, so group/partners work will be a routine occurrence. Students are required to demonstrate mastery of ELA 7 by scoring a 3 or better on the EOG. Students who do not demonstrate mastery will have the opportunity to earn credit for the class by attending summer school and then retaking the EOG. Passing ELA 7 is required for promotion to 8th grade.

ENGLISH LANGUAGE ARTS 8

Prerequisite: None

All students, unless they are a part of the Scholars program, will take 8th grade ELA. During the course of the year, students will focus on reading literature, mainly short stories, drama, writing a personal narrative, and a research unit. As with any language arts course, students will develop their skills in the four core areas of language: reading, writing, speaking, and listening. Students are required to demonstrate mastery of ELA 8 by scoring a 3 or better on the EOG. Students who do not demonstrate mastery will have the opportunity to earn credit by attending summer school and then retaking the EOG. Passing ELA 8 is required for promotion to 9th grade.

CORE CONNECTIONS ENGLISH – (Semester Long/.5 Credit) (HS/MS)

Prerequisite: Administrative Decision

This course helps improve students' reading and writing skills through active use of reading and writing strategies. Students practice reading for information and comprehension, for improving vocabulary, and for gaining fluency. The process writing skills are used to develop practical skills including planning, drafting, revising, and editing a composition.

ENGLISH I

Prerequisite: (Administrative approval if 8th grade Scholar)

Students read, write, analyze, and respond to a variety of literary genres (including short stories, novels, epics, poetry, drama, and literary nonfiction). Classwork will focus on analyzing literature, critical thinking, research, grammar, and language skills in a plethora of ways (including – but not limited to—research papers, sentence deconstruction, group-work, Socratic discussion, ACT growth analysis, and guided /independent reading).

ENGLISH II

Prerequisite: English I

Students read, write, analyze, and respond to a variety of literary genres (including short stories, novels, epics, poetry, drama, and literary nonfiction). Classwork will focus on analyzing literature, critical thinking, research,

grammar, and language skills in a plethora of ways (including – but not limited to—research papers, sentence deconstruction, group-work, Socratic discussion, ACT growth analysis, and guided /independent reading). Students are required to demonstrate mastery in English II by scoring a 3 or better on the EOC. Students who do not demonstrate mastery will have the opportunity to earn credit for the class by attending summer school and then retaking the EOC. Passing English II is required for promotion to 11th grade and for graduation.

AP ENGLISH LANGUAGE AND COMPOSITION

Prerequisite: English II and Administrative Approval

Students study prose models and develop a personal style of their own in both expository and creative writings. Types of writing emphasized include essays, reports, summaries, personal narratives, and arguments. The required research paper will be based on critical analysis of classic writers and an in-depth study of historical documents and contemporary issues. At least one Shakespearean play should be included. At the completion of the course, students will have the opportunity to earn credit through summer school to take the Advanced Placement Exam and might receive college credit based upon their scores and the requirements of the college of their choice.

ENGLISH III

Prerequisite: English II

This course stresses continued reading improvement, development of vocabulary skills, grammar review, and the skills needed for effective writing in academic and vocational situations. Literature focuses on world cultures, world famous authors and critical analysis of their works. At this level, reading will include a study of Shakespearean literature as well as reading and evaluating influential U.S. documents.

ENGLISH IV

Prerequisite: English III

This course provides in-depth application of all communication skills and completes the global perspective initiated in English II Honors. Students study representative pieces of European literature as unique reflections of the European experience in order to understand influential U.S. historical documents, contemporary issues, and texts influenced by European philosophy or action. Students read at least one Shakespearean play. At this level, students refine research and library skills to prepare themselves for postsecondary education.

AP LITERATURE AND COMPOSITION

Prerequisite: English III and Administrative Approval

AP Literature/Composition focuses on major European, American, and world authors and their works as a foundation for analytical reading and composition. Students will demonstrate critical analysis of novels, drama, and poetry through a wide range of reading and researching. This course includes analytical reading of U.S. historical documents and at least one Shakespearean play. Students study prose models and develop a personal style of their own in both expository and creative writings. Types of writing emphasized include essays, reports, summaries, personal narratives, and arguments. The required research paper will be based on critical analysis of classic writers and an in-depth study of historical documents and contemporary issues. At the completion of the course, students will have the opportunity to earn credit through summer school to take the Advanced Placement Exam and might receive college credit based upon their scores and the requirements of the college of their choice.

CREATIVE WRITING I & II – (Semester Long/ .5 Credit) MS/HS ** Elective**

Prerequisite: None

This course is open to students who are self-disciplined, highly motivated, gifted in self-expression, and eager to write and read. Students explore various types of writing from such genres as short fiction, children's literature, poetry, and creative nonfiction. Students will read and write to establish competence, purpose, voice, and style in creative communication by journaling, drafting, editing, and producing.

ORAL COMMUNICATIONS I (Semester Long/ .5 Credit) MS/HS ** Elective**

Prerequisite: None

Students will explore a wide variety and range of public speaking skills, basic researching, argumentation, questioning, and rebuttal skills. They begin to analyze literature selections, create and deliver orations, write arguments, and evaluate performances. Students also have the opportunity to participate in local and state level Speech and Debate (forensic) and Model UN competitions.

ORAL COMMUNICATIONS II (Semester Long/ .5 Credit) ** Elective**

Prerequisite: Oral Communications I

This course will build on the principles introduced in Oral Communications I while focusing more on competition and intensive research and preparation. Students will be expected to work together in teams to prepare their arguments and rotate through positions of speaker, cross-examiner, and rebuttalist while competing against other teams of students who will argue the opposite positions. Careful preparation is essential as students will be called on to support both sides of each issue over the course of competition. Students will also be evaluated on their ability to judge the performances of the other teams when they are not competing themselves.

FORENSICS/DEBATE - HS ONLY ** Elective**

Prerequisite: Oral Communications I and Instructor Approval

This course focuses on a wide range of competitive public speaking and debate skills and techniques. Students are expected to participate in local forensics tournaments and have opportunities to compete in selected public speaking and debating tournaments. Skill development includes advanced techniques in diction, articulation, enunciations, and projection. Students begin to analyze pieces of literature, create orations, and evaluate performances.

YEARBOOK I & II (Semester Long/ .5 Credit) MS/HS ** Elective**

Prerequisite: Instructor Approval

The yearbook staff develops, organizes, and publishes the yearbook. Students select and group pictures, sell advertisements, design layouts of copy, identify pictures, organize materials, and write copy. Students also learn business management skills in sales while producing and distributing the yearbook.

World Languages

FRENCH I MS for high school credit/HS

Prerequisite: Administrative approval for MS, No pre-requisite required for HS

French I is an introduction to the French language and various francophone cultures. Emphasis is on listening, speaking, reading, writing and culture. There is much oral practice with many personalized questions and a variety of classroom activities emphasizing personal expression. Students will perform the most basic functions of the reading and writing aspects of the language. A variety of media are used to introduce different aspects of French culture and civilization. Integration of other disciplines is on-going throughout the course. Proficiency exam will be given at the end of the course.

FRENCH II

Prerequisite: French I

French II is a continuation of French I. Students enrolled in this course have either successfully completed the Level I course at the high school or at the middle school or have placed out of Level I due to previous language study at the elementary and/or middle grades. The course covers increased oral accuracy, vocabulary development, grammatical structure, reading, writing, civilization, and culture. These objectives will be reinforced through increased use of the French language. Students continue to develop multicultural awareness and integration of other disciplines. Proficiency exam will be given at the end of the course

FRENCH III Honors

Prerequisite: French II

In Level III an increasing integration of the four language skills is stressed. Students initiate and maintain face to face communication. Continued emphasis is placed on reading, examination of other cultures, and integration with other disciplines. Proficiency exam will be given at the end of the course.

FRENCH IV Honors

Pre-requisite: French III Honors and Instructor Approval

French IV Honors is an advanced level language class that integrates linguistic concepts achieved in Levels I-III. The four skills of reading, writing, speaking and listening are developed further through thematic units: history & francophone culture, novel & film studies, contemporary & current events using authentic print and/or online resources.

INVITATION TO LANGUAGES: (Semester Long/.5 Credit) MS **Elective**

Pre-requisite: None

This fun and engaging one semester course explores six major World Languages: Spanish, French, German, Latin and Japanese. Students gain an appreciation of the various world cultures, history, geography, common expressions, foods and traditions. Speaking and listening skills are emphasized and developed. This course is your passport to great World Language studies!

EXPLORING SPANISH: (Semester Long/.5 Credit) MS **Elective**

Prerequisite: Invitation to Languages

This fun and engaging Exploring Spanish course picks up where 'Invitations' left off to continue your adventures in the Spanish-speaking world! Students will explore Spanish culture through virtual travel a variety of instructional methods that include modeling language, use of technology, use of art, music and dance to convey Hispanic culture. Exploring Spanish prepares students for high school World Language studies.

SPANISH I: MS/HS

Prerequisite: Administrative approval for MS, No pre-requisite required for HS

In this course, students will explore Spanish culture through virtual travel and will learn basic communication skills in Spanish with a general introduction to the Spanish language: sound system, pronunciation, functional vocabulary related to everyday life, cultural information and basic grammatical structures. Emphasis will be on the acquisition of four skills: listening, speaking, reading and writing. The students will become familiar with Spanish vocabulary and phrases in order to prepare for continuing Spanish study in our high school Spanish courses.

SPANISH II

Prerequisite: Spanish I

This course provides students to develop further their listening, speaking, reading and writing skills in Spanish. Students will engage in conversations and written assignments in Spanish on an array of topics helping them to reinforce their knowledge of other subjects. Students will also identify similarities and differences among the perspectives, products, and practices of American culture and those of the Spanish-speaking cultures. We will accomplish this through exposure to a variety of authentic Spanish sources: interviews, songs, news clips, grammar videos, news articles, works of visual art and architecture, and literature.

SPANISH III Honors

Prerequisite: Spanish II

This course reviews Spanish II concepts. Students should have a basic mastery of level II grammar and vocabulary. Oral proficiency continues to be a major focus with increased emphasis on the depth of study of the many target cultures represented in the Spanish-speaking world. Reading and writing skills are stressed. Students read for comprehension from a variety of authentic materials, such as advertisements in newspapers, magazines, cartoons and personal correspondence, short literacy selections of poetry, plays, and short stories. Students write, paraphrase, summarize, and writes brief compositions. The course provides instruction enabling students to understand and appreciate other cultures by comparing social behaviors and values of people using the target language. Proficiency exam will be given at the end of the course.

SPANISH IV Honors

Prerequisite: Spanish III Honors and language proficiency

Spanish IV provides an advanced application of skills learned in Spanish I, II, and III Honors. The course is divided into thematic units, which provide vocabulary enrichment and language integrated skills. Students receive constant exposure to spoken Spanish and will develop reading strategies through the study of history, literature, and culture of Spanish-speaking countries. The course enables the students to express opinions and make judgments, respond to factual and interpretive questions and interact in complex social situations. Students read for comprehension from a variety of longer authentic materials and are aware of the major literary, musical, and artistic periods and genres of at least one of the cultures in the target language. Proficiency exam will be given at the end of the course.

AP SPANISH LANGUAGE AND CULTURE

Prerequisites: Spanish III Honors or Spanish IV Honors, language proficiency, and Teacher Recommendation

This is an intensive course designed for highly motivated students to improve competency and gain proficiency in Spanish. The course provides extensive preparation for the AP Spanish language exam given in May. Students write compositions in Spanish and develop their speaking skills at an advanced level by making

recordings. Students are expected to become competent in reading and in understanding spoken Spanish using authentic sources. A concise review of grammar and extensive vocabulary are addressed throughout the year. Course content might best reflect interests shared by the students and the teacher, e.g., the arts, current events, literature, culture, sports, etc. Spanish Language, Advanced Placement seeks to develop language skills that are useful and that can be applied to various activities and disciplines rather than being limited to any specific of subject matter. Extensive practice in the organization and writing of compositions should also be emphasized. Proficiency exam will be given at the end of the course.

Mathematics

MATH 7th Grade

Prerequisite: None

This course builds on the foundation developed in 6th grade and necessary for success in the study of algebra. In this course students will add and subtract positive and negative whole numbers, decimals and fractions; study the geometry of circles and triangles; create rates, ratios, proportions and scale factors; solve multi-step equations and inequalities; and learn the practical applications of percentages from tips to taxes. Students must successfully complete the course and score a 3 or higher on the End-of-Grade exam in order to be promoted to 8th grade. Students who do not demonstrate mastery of Math 7 can earn credit through summer school, then retake the EOG.

Accelerated Math 7

Prerequisite: Administrative recommendation and consistent EOG scores of high 4's and above

This course covers the curriculum from Math 7, and those topics in Math 8 which are not subsequently covered in Math I. Successful completion of this course ensures that the students who progress directly to Math I are thoroughly exposed to the entirety of the middle grades math curriculum. This is an accelerated course and requires students to be ready for a faster pace and able to tackle more abstract concepts. Topics covered in this Pre-Algebra course include exponents, graphing linear equations and inequalities, data analysis, probability, volume, square and cube roots, the Pythagorean Theorem, ratios, proportions, and percent. Students who successfully complete Accelerated Math 7 will take Math I in 8th grade for high school credit.

MATH 8

Prerequisite: None

This course is designed for students who will progress to Math I in ninth grade. It focuses on building skills such as solving and graphing linear and absolute value equations, radicals, exponent rules, systems of equations and inequalities, analyzing graphs and statistics. The topics covered include theory, as well as practical and real-world applications. Students must successfully complete 8th grade math and score a 3 or higher on the 8th grade EOG in order to be promoted to 9th grade. Students who do not demonstrate mastery of Math 8 can earn credit through summer school, then retake the EOG.

MATH I

Prerequisite: (Administrative approval if 7th/8th grade Scholar)

ALL 9th grade students who have not previously completed Math I will be required to take it. Incoming students who scored less than a 3 on their 8th grade EOG will also be required to take Core Connections Math. For those students who have not taken standardized tests, a pre-test will be given during the summer prior to enrollment. Math I consists of algebra, geometry, statistics, and discrete mathematics and uses a problem centered approach that emphasizes the connections between the four strands. Students must successfully complete Math I and score a 3 or higher on their EOC in order to be promoted to 10th grade. Students who do not demonstrate mastery of Math I can earn credit through summer school, then retake the EOC.

CORE CONNECTIONS MATH (Semester Long/.5 Credit) (HS/MS)

Prerequisite: Administrative Decision

This course is intended to supplement the skills necessary to succeed in the math course for the student's current grade. Basic skills, such as fraction, decimal and integer operations are reviewed, and extra practice is offered for the topics currently being taught in their core math class.

MATH II

Prerequisite: Math I

Math II is a rigorous study of geometry and functions. Students will deepen their exploration of linear, quadratic, and root functions. In this course students will apply the rules of geometry to prove geometric theorems, explore transformations and congruence. Students will extend their knowledge of right triangle geometry to further explore trigonometric relationships. They will use conditional probability rules to interpret data and compute probability of compound events. This course provides students the opportunity to systems of equations, coordinate and transformational geometry, least squares regression, introductory trigonometry with triangles, and probability. The instruction features a problem-centered approach that emphasizes connections between algebra, geometry, statistics and discrete mathematics. Students who successfully complete Math II will take Math III the following year. Successful completion of Math II is a pre-requisite for taking chemistry.

MATH III

Prerequisite: Math II

Math III extends previous courses to include algebraic concepts such as: the complex number system, inverse functions, trigonometric functions and the unit circle. Successful completion of the course requires a passing score based on coursework and a North Carolina Final Exam which composes 25 percent of the course grade.

PRE-CALCULUS

Prerequisite: Math III

Pre-Calculus provides students a complete study of trigonometry, as well as advanced algebra topics, analytic geometry, sequences and series, and data analysis. Applications and modeling will be included throughout the course of study. Appropriate technology, from manipulatives to calculators and applications software, will be used regularly for instruction and assessment.

Sciences

SCIENCE 7

Pre-Requisite: None

Much of 7th grade science builds upon the concepts in biology, earth science and physics studied in elementary school. Seventh grade science students will study fundamental concepts in Earth's atmosphere, motion and forces, cells and heredity and human biology.

SCIENCE 8

Prerequisite: None

Eighth-grade science is a combination of life, physical and earth sciences. Several new topics are introduced in 8th grade science including geology and chemistry. Scientific Inquiry and Technological Design are merged with each of the following topics: Hydrosphere, Chemistry, Evolution, Cell Theory and Microbiology. Students are required to take the NC EOG at the end of this course. Students not making a 3 or better on the EOG will have the opportunity to earn credit through summer school and then retaking the EOG.

EARTH & ENVIRONMENTAL SCIENCE

Prerequisite: (Administrative approval if 8th grade Scholar)

This course is a laboratory-based science class emphasizing the function of the earth's system. Emphasis is placed on human interactions with the Earth's geologic and environmental systems, predictability of a dynamic Earth, origin and evolution of the Earth system and universe, geochemical cycles and energy in the Earth system.

BIOLOGY

Prerequisite: None (Administrative Approval for 9th grade Scholar)

This course is a laboratory-based science class in which students will study the cell, the molecular basis of heredity, biological evolution, interdependence of organisms, matter and energy, and organization in living systems and the behavior of organisms. Biology is an EOC tested class. Completion of Biology with a minimum of a 3 on the EOC is required. Students who do not demonstrate mastery of biology content will have the opportunity to earn credit through summer school to attend summer school and then retake the test.

AP ENVIRONMENTAL SCIENCE

Prerequisites: Biology and Administrative Approval

Advanced Placement Environmental Science is equivalent to a one semester college course that includes the following major topics: the origin and structure of the Universe, the interdependence of Earth Systems, human population dynamics, renewable and nonrenewable resources, air, water and soil quality, global changes and their consequences, and environmental decision making. At the completion of this course, students will have the opportunity to earn credit through summer school to take the Advanced Placement Exam.

CHEMISTRY

Prerequisite: Math II

The Chemistry course encourages students to continue their investigation of the structure of matter along with chemical reactions and the conservation of energy in these reactions. Inquiry is applied to the study of the transformation, composition, structure, and properties of substances. Laboratory investigations are used to stress important concepts relative to topics including molecular chemistry, electrochemistry, gas-laws, and acid-base reactions. This course is a North Carolina requirement for high school graduation.

PHYSICS

Prerequisite: Math II

Physics, the most fundamental of the natural sciences, is quantitative in nature and uses the language of mathematics to describe natural phenomena. Inquiry is applied to the study of matter and energy and their interaction. The following topics are "uncovered" in this curriculum: conservation of mass and energy, conservation of momentum, waves, and interactions of matter and energy.

ANATOMY

Prerequisites: Biology and Administrative approval (Semester Long/.5 Credit) (HS only) **Elective**

An intensive, in-depth look into the different systems of living organisms. Will cover the major anatomical features: skeletal, digestive, vascular, reproductive, endocrine, etc. This course will include dissections.

Social Studies

SOCIAL STUDIES 7

Prerequisite: None

The Essential Standards for seventh grade are organized around five strands: history, geography and environmental literacy, economics and financial literacy, civics, governance and culture. Students in seventh grade will continue to expand upon the knowledge, skills and understanding acquired in the sixth grade examination of early civilizations. Seventh graders study the world from the Age of Exploration to contemporary times in order to understand the implications of increased global interactions. The focus will remain on the discipline of geography by using the themes of location, place, movement, human-environmental interaction and region to understand modern societies and regions.

SOCIAL STUDIES 8

Prerequisite: None

The focus for eighth grade is the examination of the roles of people, events, and issues in North Carolina history that have contributed to the unique character of the state today. The contextual organization is primarily a chronological study of US History, with emphasis on North Carolina's place in the major events and issues studied.

CIVICS & ECONOMICS

Prerequisite: (Administrative approval if 8th grade Scholar)

Civics and Economics has been developed as a course that provides a framework for understanding the basic framework of American democracy, practices of American government as established by the United States Constitution, basic concepts of American politics and citizenship and concepts in macro and micro economics and personal finance. The essential standards of this course are organized under three strands – Civics and Government, Personal Financial Literacy and Economics. Through the study of Civics and Economics, students will acquire the skills and knowledge necessary to become responsible and effective citizens in an interdependent world.

WORLD HISTORY

Prerequisite: None

Students will analyze the human experience through time, to recognize the relationships of events and people, and to interpret significant patterns, themes, ideas, beliefs, and turning points in world history. This course covers history from the first humans up to today while focusing heavily on the development of civilizations that established the foundations for the modern historical era that begins around the 16th century. There will also be a significant focus on geography, especially where it is a significant factor in the shaping of historical events. The content of this course requires an emphasis on reading, writing, and critical thinking skills, which will be developed throughout the semester.

AP World History

Prerequisite: Administrative Approval

The AP World History course focuses on developing students' understanding of world history from approximately 8000 B.C.E. to the present. The course has students investigate the content of world history for significant events, individuals, developments, and processes in six historical periods, and develop and use the same thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation) employed by historians when they study the past. The course

also provides five themes (interaction between humans and the environment; development and interaction of cultures; state building, expansion, and conflict; creation, expansion, and interaction of economic systems; and development and transformation of social structures) that students explore throughout the course in order to make connections among historical developments in different times and places encompassing the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania.

AMERICAN HISTORY I

Prerequisite: None

This course guides students as they study the establishment of political parties, America's westward expansion, the growth of sectional conflict, how that sectional conflict led to the Civil War, and the consequences of the Civil War, including Reconstruction. Students examine the historical and intellectual origins of the United States from European exploration and colonial settlement to the Revolutionary and Constitutional eras. Students learn about the important political and economic factors that contributed to the development of colonial America and the outbreak of the American Revolution as well as the consequences of the Revolution, including the writing and key ideas of the United States Constitution. Students continue to build upon previous studies of American History, the fundamental concepts in civics and government, economics, culture and geography taught in grades kindergarten through eight and use skills of historical analysis as they examine American history. This course goes beyond memorization of isolated facts to the development of higher level thinking skills, encouraging students to make historical assessments and evaluations.

AMERICAN HISTORY II

Prerequisite: None

This course guides students from the late nineteenth century time period through the early 21st century. Students examine the political, economic, social and cultural development of the United States from the end of the Reconstruction era to present times. The essential standards of American History II: The Founding Principles trace the change in the ethnic composition of American society; the movement toward equal rights for racial minorities and women; and the role of the United States as a major world power. An emphasis is placed on the expanding role of the federal government and federal courts as well as the continuing tension between the individual and the state. The desired outcome of this course is for students to develop an understanding of the cause-and-effect relationship between past and present events, recognize patterns of interactions, and understand the impact of events on the United States in an interconnected world.

AP US GOVERNMENT & POLITICS

Prerequisite: Administrative Approval

This course will follow the outline from the AP bulletin. Students will engage in the examination of American government, famous court cases, political parties, exciting political debates and elections. The United States Constitution is examined in depth as to how its application and evolved to meet the needs of a changing society and people.

AP Psychology

Prerequisite: Administrative Approval

The AP Psychology course is designed to introduce students to the systematic and scientific study of the behavior and mental processes of human beings and other animals. Students are exposed to the psychological facts, principles, and phenomena associated with each of the major subfields within psychology. Some of the

subfields and topics that will be covered include but are not limited to sensation, perception, personality, psychological disorders, cognition, etc. Students will also learn about the ethics and methods psychologists use in their science and practice. The course is demanding and fast-paced, with a heavy emphasis placed in the field of science (specifically chemistry, neuropsychology, and anatomy).

Intro to Philosophy (Semester Long/.5 credit) **Elective**

Prerequisite: World History, Instructor Approval

This course is an introduction to the methods, problems, and theories of the main branches of philosophy. We will take a chronological approach to philosophy beginning with ancient Greece and moving towards modern philosophical issues. Students will review what was covered in the World History class and continue a more in-depth study of the subject. Topics to be discussed will include (but are not limited to) metaphysics, ethics/morality, logic, truth, and religious philosophy.

Comparative World Religions (Semester Long/.5 credit) **Elective**

Prerequisite: World History, Instructor Approval

This course will continue the study of the major religions of the world as introduced in the World History class. We will spend most of our time reviewing the major religious systems in the East and West. Some time will also be allocated for various indigenous and minor world religions. The focus of the course will be on the history of the religions, their major beliefs/practices, the reading of specific doctrine, and issues facing the religion in the context of the world today.

Arts Education

A key part of the Oxford Preparatory Mission is to help students develop an appreciation of the arts. During their time at OPS, all students will have the opportunity to earn credit through summer school to take courses in each area of the arts including Visual art, music, theater, oral communications, creative writing. Grades earned in these courses are included in a student's overall GPA.

HUMANITIES I ** Elective**

Prerequisite: None

A chronological interdisciplinary survey designed to strengthen the student's fundamental grasp of human values through the study of humanity's ideas, discoveries, and creative achievements. Areas of consideration will include art, literature, music, and philosophy. This course begins with the pre-history of human beings and continues through the medieval period.

HUMANITIES II ** Elective**

Prerequisite: Humanities I or Visual Arts-Beginning

A chronological interdisciplinary survey designed to strengthen the student's fundamental grasp of human values through the study of humanity's ideas, discoveries, and creative achievements. Areas of consideration will include art, literature, and philosophy. This course begins with the Renaissance and continues through the modern period.

MIDDLE SCHOOL VISUAL ART (Semester Long/.5 credit) ** Elective**

Prerequisite: None

Middle school level art is an overview course designed to allow each middle school student to explore a variety of media, techniques and methods. Projects focus on introducing and developing the elements of art (line, form, color, value, texture) and principles of design (balance, variety, harmony, emphasis). Understanding and appreciation of self and others through art history, culture, and heritage is emphasized. Samplings of two-dimensional and three-dimensional projects are produced.

VISUAL ARTS-BEGINNING ** Elective**

Prerequisite: None

Visual Arts-Beginning is an introductory studio art course for students with limited art experiences. This course is aligned to the Essential Standards visual arts curriculum at the beginning level and features the foundational study of the elements of art and principles of design, color theory, art vocabulary, use and care of art tools and equipment, art criticism, art history and safety in the art room. Visual Arts-Beginning explores various art media, processes, procedures, aesthetic theories and historical developments.

VISUAL ARTS-INTERMEDIATE ** Elective**

Prerequisite: Successful completion of a beginning level art course, or Instructor Recommendation with submission of Placement Portfolio

Visual Arts-Intermediate is a studio course aligned to the Essential Standards visual arts curriculum at the intermediate level. Various art processes, techniques, procedures, and theories are presented in a problem-solving context allowing for independent choices and personal solutions. Students use a larger variety of tools, media, and processes and learn to select the most appropriate for finding innovative artistic solutions. Students begin developing their personal artistic style while adhering to basic design principles. Students use art vocabulary to analyze and evaluate the composition of works of art. Students gain knowledge and

understanding of past and present art forms, through the study of a variety of artists, artworks, cultures and historical periods.

VISUAL ARTS-PROFICIENT ** Elective**

Prerequisite: Successful completion of an intermediate level art course or Instructor Recommendation with submission of Placement Portfolio

Visual Arts-Proficient is an honors level studio course that provides a more in-depth approach to the study of art processes and techniques, aesthetic issues, art criticism, art appreciation and art history. Students create art by analyzing the relationship between media, processes, and results. Students use art vocabulary to analyze and evaluate compositions, understand the relationship between personal expression and design and recognize historical and contemporary art styles, themes and genres. Students form artistic goals, develop appropriate work habits, and consider art careers. Knowledge of the arts in relation to culture, history, other disciplines, and careers is promoted through visual, verbal, and written means. Art history, criticism, and aesthetics are studied in conjunction with selected artworks leading to the development of a personal philosophy of art. Students create and maintain portfolios to document personal choices and growth as artists. Essential materials are supplied. Students may be asked to supply special project materials.

VISUAL ARTS-ADVANCED ** Elective**

Prerequisite: Successful completion of a proficient level art course or Instructor Recommendation with submission of Placement Portfolio

Visual Arts-Advanced is an advanced level honors course promoting an in-depth knowledge of art processes, media, styles, history and aesthetics. Student efforts are based on further developing personal expression and styles, applied design, analysis of compositional components and contemporary themes. Students use specialized art tools, processes and media appropriately, safely and effectively. Assignments may focus on artistic analysis and critique through reading and writing assignments, independent research, and art appreciation activities. Students create and maintain portfolios to document personal choices and growth as artists for evaluation. Students take part in planning and installing an exhibition of their work. Essential materials are supplied. Students may supply special project materials.

AP STUDIO ART (Drawing (9-12) AP; 2D-Design (9-12) AP; Studio Art: 3-D Design (9-12) AP ** Elective**

Prerequisite: Successful completion of an Intermediate level art course or Instructor Recommendation with submission of Placement Portfolio

The AP Studio Art program offers three choices of Advanced Placement level portfolios: Drawing, 2-D Design or 3-D Design in order to provide students with learning experiences equivalent to introductory college level courses. According to the Advanced Placement College Board National Guidelines, students are to develop and submit for evaluation one portfolio of artwork in their chosen concentration which reflects the artistic quality, concentration and breadth of an intense examination of the elements and principles in their artwork. Student work should reflect artistic quality, concentration and breadth in a selected concentration of either Drawing, 2-D Design or 3-D Design. Students are required to furnish some special project materials. Students create and maintain portfolios to document personal choices and growth as artists. At the completion of this course, students are expected to submit digital and physical portfolios of their work for evaluation.

THEATER ARTS I (Semester Long/ .5 Credit) ** Elective**

Prerequisite: None

This foundational class, designed for students with little or no theatre experience, promotes enjoyment and appreciation for all aspects of theatre. Classwork focuses on the exploration of theatre literature, performance, historical and cultural connections, and technical requirements. Improvisation, creative dramatics, and beginning scene work are used to introduce students to acting and character development. Incorporation of other art forms in theatre also helps students gain appreciation for other art forms, such as music, dance, and visual art.

THEATER ARTS II (Semester Long/ .5 Credit) ** Elective**

Prerequisite: Theater Arts I

Students, having already taken Theatre Arts I, will further learn a variety of roles and skills involved in higher-level theatre work. Classwork focuses on writing, directing, and acting in plays (including various time-periods in theatre history, such as absurdism, modernism, Greek, et al); backstage work (including makeup design, makeup application, light design, light application, et al); and production work (including advertising, casting, scheduling, grants, et al).

CONCERT CHOIR ** Elective**

Prerequisite: Instructor Approval/Audition Required

This is a year-long, upper-level performance opportunity offered to experienced vocal music students in grades 9-12. Students will continue to develop vocal technique and musicianship as well as increase critical thinking skills through analysis of musical elements such as form and text. Students will be expected to make a serious commitment to learning music, performing in various venues as representatives of our school and must demonstrate willingness to join in choir festivals and competitions across our state.

HIGH SCHOOL CHORUS ** Elective**

Prerequisite: None

Introduction to ensemble singing for beginning singers in grades 9-12. No audition required. A performance-based class with an emphasis on fundamental vocal development, music literacy (singing a variety of genres) and music knowledge (reading notes, basic music theory concepts, sight-singing, etc...). Students can expect to represent our school at community events with several required performances.

MIDDLE SCHOOL CHORUS ** Elective**

Prerequisite: None

Middle school level course (grades 7 & 8) focused on learning proper vocal technique, basic music reading skills and sight-singing skills. This is a performance-based class in which students will be expected to sing in both small and large groups with possible performances outside of school. This course is for beginners and experienced singers in grades 7 and 8. No audition required.

MUSIC APPRECIATION (Semester Long/ .5 Credit) ** Elective**

Prerequisite: None

This class is a non-performance course that explores the elements and history of music. It encourages students to view music as an ingredient of the student's own life, and of human life in all cultures. Students

will be introduced to the elements of music through exploration of music theory, music history, concert observations, and listening assignments.

MIDDLE SCHOOL MUSIC - (Semester Long/.5 credit) * Elective*****

Middle school level music is a non-performing course in which students become involved in listening, analyzing, playing, improvising and reading various genres of music. Units will include a focus on rhythmic and melodic reading and basic music theory. Students will also learn about American music (jazz/rock) and be exposed to a broad overview of the history of music throughout the Western world.

MIDDLE SCHOOL BAND *Elective*****

Prerequisite: None

Middle School level course (grades 7 & 8) focused on learning proper instrumental technique, basic music theory skills, and sight-reading skills. Instruments taught in Middle School Band include Flute, Clarinet, Saxophone, Trumpet, and Trombone. All students are responsible for providing their own instrument. This is a performance-based class in which students will be expected to perform at school and community events, and school concerts.

HIGH SCHOOL BAND - BEGINNING *Elective*****

Prerequisite: Previous participation in middle school band or desire and interest in learning a musical instrument.

Beginning Band is an introductory level course for students with limited or no instrumental experience. Course content includes application of fundamental techniques of music, interpretation of sound and symbol systems, exploration of global connections in music. Band members are expected to perform at school and community events, and school concerts.

HIGH SCHOOL BAND - INTERMEDIATE *Elective*****

Prerequisite: Instructor Approval

Intermediate band is designed for students who have had a complete progression in music education or who have achieved beginning level music standards for high school level.

Course content includes developing performance skills to the highest possible levels, playing a range of music literature, developing music reading skills, and developing a working knowledge of basic theory, markings and nomenclature. Band members are expected to perform at school and community events, and school concerts.

HIGH SCHOOL BAND - PROFICIENT *Elective*****

Prerequisite: Instructor Recommendation/Audition Required

Proficient Band is designed for students who have achieved intermediate level music standards for high school level. This course provides additional extensions of these goals and objectives as a foundation for advanced proficiencies in performance, conducting, listening, appreciation, history, analyzing, composing, the use of current technology, and research culminating in written reports. Band members are expected to perform at school and community events, and school concerts.

HIGH SCHOOL BAND – ADVANCED **Elective**

Prerequisite: Instructor Recommendation/Audition Required

This course is designed for students who have achieved a proficient level of music standards for high school level; exhibiting high level of performance skills. Course content will include band plus studies of theory, history, and composers. Students will be expected to audition for outside honor bands and/or district level band. Band members are expected to perform at school and community events, and school concerts.

STRING ORCHESTRA MS/HS **Elective**

Prerequisite: None

Students will work on string technique and music theory. Emphasis is placed on solo and ensemble playing, allowing students to use their expanding knowledge of scales, shifting, vibrato, and bowing techniques. Orchestra members are expected to perform at school and community events, and school concerts.

JAZZ BAND MS/HS (Semester Long/.5 Credit) **Elective**

Prerequisite: Previous participation in a band course/Audition

Jazz band provides students with the opportunity to explore a wide repertoire of popular music ranging from swing and other forms of jazz to rock n' roll and contemporary hits. Students will learn basic improvisation skills using several scales and modes. The Jazz Band will meet for one semester and will be expected to make a serious commitment to learning and performing music. Members are expected to perform at school and community events, and school concerts.

Health and Physical Education

HEALTH and PHYSICAL EDUCATION (HS or MS)

Prerequisite: None

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

INTRODUCTION TO SPORTS MEDICINE (Semester Long/.5 Credit)

Prerequisites: Achievement score of 4 or higher in Biology and instructor permission

The Department of Labor predicts that 8 of the 20 fastest growing occupations are in healthcare services. The need for healthcare professionals in the US is expected to increase by 27% by the year 2014. In the introduction to sports medicine, we will explore therapeutic careers, medical terminology, anatomy and physiology, first aid, injury and disease prevention principles, healing and rehabilitation in the human anatomy, therapeutic modalities, sports nutrition, sports psychology and performance enhancement philosophies.

Teaches students components of sports medicine, including exploration of the following: therapeutic careers, medical terminology, anatomy and physiology, first aid, injury prevention principles, the healing process, rehabilitation techniques, therapeutic modalities, sports nutrition, sports psychology, and performance enhancement philosophies.

Additional Electives

EXPLORING ENGINEERING (Semester Long/.5 Credit) HS **Elective**

No Prerequisite

An introductory course appropriate for anyone in the 9th grade and up regardless of math skills. This course will be more conceptual in nature and will introduce engineering problem solving, criteria, constraints, and broader topics. Students will understand that engineering involves failure followed by improvements resulting from ensuing feedback. We will explore the vast array of careers in the engineering and design family from basic construction laborers to nuclear engineers. We will work in small teams to build simple designs which will promote collaboration. Past projects have included paper towers, catapults, and mousetrap cars. We will work on drafting by hand and create multi-view and perspective drawings. In the future this will serve as an introduction to CAD. Students will have an opportunity to practice with technical reports to supplement their core STEM coursework. They will also experience technical presentations by presenting research topics to their peers. Advanced topics in this course might include bridges and house models.

ENGINEERING PROBLEM SOLVING (Semester Long/.5 Credit) HS **Elective**

Prerequisite: Successful completion of INTRO to ENGINEERING, MATH I and Instructor recommendation

In this course, we will apply math and the properties of academic science in a more advanced environment to perform basic engineering calculations and real engineering design. One unit will have an electrical/mechanical engineering focus and will cover digital and analog signals, binary math, and basic circuit theory among other topics. A second unit will cover land use planning, beam loading, runoff calculations, water pressure, land surveying and other more civil-focused problems. A third unit will cover the industrial engineering challenges. Capstone projects for this course might be a digital project completed on a breadboard or a comprehensive plan for an undeveloped property. Students who do not have strong foundations in math might struggle more with the math in this course, but it can also serve as a platform for understanding how math is applied in the real world.

Programming I

Prerequisite: Grade level scores in English II & Math I and Grade of "C" or better in Math II or instructor approval

This semester-long course aims to provide students with an understanding of the role computation can play in solving problems. It also aims to help students develop the ability to write small programs that allow them to accomplish useful goals. Students learn basic programming concepts such as formal language and algorithms as well as the essential concepts of the Python programming language, including basic syntax, data structures, and control structures. The course helps participants understand the processes involved in software development and object-oriented programming.

ACT PREP (Fall Semester ONLY/.5 Credit) 11th grade

Prerequisite: Enrollment in 11th grade and Administrative Decision

The purpose of ACT Prep is to help college-bound juniors better prepare for the ACT examination which they will take late in the first semester. The course will provide an overview of the test, including: English, math, reading, science. Students will be given time to complete simulated ACT examinations. Copies of the ACT Prep Guide and access to online resources will be provided for each student.

FIRST YEAR SUCCESS Seminar (Semester Long/ .5 Credit) (HS or MS)

Prerequisite: Mandatory for All New Students

The program consists of four modules, based on the Social and Emotional Learning Competencies identified by researchers as critical to success in school, the workplace, and life in general: social awareness, self-awareness, self-management, relationship skills, and responsible decision making:

Module 1: Creating a Supportive Learning Community

Module 2: Developing Self-Awareness and Self-Management

Module 3: Building Academic Strengths and Purpose

Module 4: Resolving Conflicts and Making Decisions

SENIOR SEMINAR (Fall Semester/ .5 Credit)

Prerequisite: Mandatory for All Seniors

Senior Seminar is a comprehensive and mandatory course for all 12th grade students at OPS. The course focus is on postsecondary education, and students will explore and thoroughly plan and prepare for life after high school. Planning and applying to colleges and post-secondary schools will be the primary goal of the first quarter. Students will participate in every phase of college preparation and planning—researching and matching with colleges, writing personal statements, submitting applications and financial aid forms, applying for scholarships and exploring careers and other post-secondary options. During the second quarter, students will strengthen and develop post-secondary life skills with units and activities regarding campus life, college issues, and financial education.

Curriculum Assistance (Only Available for Students with an IEP)

Enrollment in this class is limited to students recommended by administration and the EC department

This course assists students in the improvement of their foundational reading, writing, and study skills by using various reading, writing and study skills strategies. Students practice close reading in order to strengthen their comprehension of a given text as well as develop study skills that will assist them in their additional classes. Students learn by utilizing various tools such as visual, audible, and hands-on techniques. This allows for all learners to benefit in their individual way.

College and Career Promise Program (CCP)

The CCP program is a partnership between VGCC and OPS. Registration for the following courses is only available to students who have qualified and been accepted into the program. These courses result in 1 high school credit and college credits, per course (typically 3). With administrative approval, as the schedule permits, students accepted into the CCP program that have their own transportation are eligible to enroll in additional courses at any VGCC campus. Information and program acceptance requirements for the year 2018 - 2019 are available at <http://www.vgcc.edu/highschoolstudents/index>. Students and parents should also refer to the [CCP Dual Credit Allowances Chart](#) to reference potential High School credits that can be earned with CCP classes.

OPS Course Registration Form

Student Name: _____ Grade: **7, 8, 9, 10, 11, 12**
Last Name First Name

Please circle one selection:

Would you like to be considered for the Scholars Program or other accelerated classes? **Yes No**

- ***Incoming 7th/8th grade students that wish to be considered for the Scholars Program may request accelerated classes or some classes for High School credit***
- ***School administration will make a final determination of cohort placement based each student's academic records and/or testing. Each year, placement will be reviewed based on performance.***

Math: All students must enroll in a math class every year _____

Science All students must enroll in a science class every year _____

English/ELA All students must enroll in an English class every year _____

Social Studies All students must enroll in a History class every year _____

Foreign Language 3 HS credits in a single language required for graduation _____

List your elective preferences in order (1 Most Interest – 8 Least Interest) - *All efforts will be made to honor the following elective requests. However, no elective class can be guaranteed due to scheduling limitations.*

Elective 1: _____

Elective 2: _____

Elective 3: _____

Elective 4: _____

Elective 5: _____

Elective 6: _____

Elective 7: _____

Elective 8: _____

Student Signature: _____ Parent Signature: _____

To be completed by Administration

Scholars _____ EC _____ 504 _____ NCVPS _____