Course Catalog 2015/2016
Graduation Requirements

College Information:
Students who are interested in attending college should begin planning in high school. Renaissance Public Academy is proud to present Marti Artsis, our new Academic Counselor, who will assist interested students in preparing for college.

Ms. Artsis will have many sources of information for students and parents researching colleges and scholarship opportunities. The Career Corner will offer applications, SAT and ACT test schedules and prep materials, as well as financial aid information and support for Renaissance Public Academy students.

Academic Preparation:
High school grades remain one of the best predictors of success in college, but admissions officers are taking a closer look at the rigors of academic preparation and the kinds of courses a student takes. Many admission boards have devised a formula to weight grades in honors and AP courses higher than less rigorous courses. At Renaissance our courses rival any AP courses. We are currently looking into the curriculum and the course work to ensure that our students are able to achieve AP credit for many of the courses listed. We are now working with Clackamas Community, BYU and Portland Community for college credit articulation and course outlines.

Thank you for your patience while RPA continues to grow and achieve excellence.

Darrel Camp
**SUBJECT AREA LOCATOR**

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What is a credit?
Academic credit is earned through daily participation in classroom learning activities and satisfactory completion of required and elective course requirements (130 hours of class time)

What is a transcript?
A transcript is the official record of a student’s academic history in high school. The document includes attendance, GPA (grade point average), rank in class and grades for all courses taken in high school. All colleges, military services, most scholarship programs, and many employers may require transcripts.

Annual Expectations or Recommendations for Students
Renaissance Public Academy will provide a quality education for all students. It is our intentions to have each student embark on an extraordinary journey through education whether you are aware of it or even capable of appreciating it. You, as a result of what happens at RPA, will one day be able to live better-more fully and more deeply. You will ask yourself “What will I create?” “What is my course in life?” Whichever, you decide, the path will be touched by Renaissance Public Academy. The character you become will be guided by the education found at Renaissance Public Academy.

_Stated by Danielle V. Gear “a beloved educator of RPA”_

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<th>Proficient</th>
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The goal of Classical education is to create philosopher, true lovers of learning, who seek to improve their world just as they have improved their minds. At Renaissance Public Academy, we employ eight pillars of character in the spirit of Plato, who believed that successful education was one that caused a student to fall in love with virtue.

Our trivium based model of classical education, drawn from Socrates, Plato and Aristotle, seeks to produce whole and well-rounded students who think critically, communicate effectively, and productively engage with the varied world around them.

This list of recommendations is not an exhaustive list of what is expected or important, but represents a great start and a common goal to start off the New Year with positive thoughts and great goals.

- Please set two academic goals and two personal goals for each trimester.
- Be involved with a club sport or academic activity each trimester
- Attend a musical, Art show or Classical car show outside of school activities
- Complete at least 10 hours of Community service in the community
- Pass all courses
- Discuss career path with counselor or adult in the field
- Compete in an academic contest. (Latin scrabble, Science fair, Skills competition, Physic Olympics)
- Have at least 92% attendance rate
- Recognize, accept and repeat at least three random acts of kindness
- Develop a time management program for one’s self.

9th grade
- Complete Latin course of grade level (recommended for 4-year University)
- Complete Algebra One course
- Prepare for PSAT in the fall
- Produce a career goal narrative
- List connections between Classical Literature and Ancient History

10th Grade
- Take the PSAT
- Complete the Geometry course or better
- Complete Latin II or III (recommended for the 4 year University)
- Complete a persuasive speech (that meets or exceeds the State standards)
- Research three colleges and admissions requirements
- Visit one college campus
- Prepare for the ACT/ SAT during the 11th grade academic year
- Students’ progress in the literary disciplines by becoming familiar with the great works of British Literature
- Students learn and practice more thorough and profound textual analysis and develop greater sophistication of expression, both in discussion and in writing
• Students humbly consider the respective views of each text, with special attention to significant ethical themes and human decision making
• Students memorize poetry

11th grade
• Play a leadership role at the school
• Complete the third year of math Algebra II or better
• Complete Latin courses
• Request letters of recommendation for jobs/scholarships/colleges
• Identify scholarships you qualify for
• Complete FASFA (financial aid)
• Complete OSAC (financial aid)
• Take the ACT/SAT
• Explore all rights and responsibilities
• Pass all OAKS testing in reading, mathematics and writing
• Students read American texts slowly and contemplatively
• Students participate in mature discussions and American Literature
• Students write long (7-10 page) papers that demonstrate an ability to formulate question, articulate a thesis, and explicate text
• Students present and defend a thesis that synthesizes ideas from the junior year literature and history texts

12th grade
• Play leadership role at school
• Encouraged to show leadership skill in community’s and student government (Senate house and Page program, Outdoor School)
• Understand persuasive language tools
• Consider completing a 4th year of Math that supports career plans
• Consider completing a 4th year of Science that supports career plans
• Take ACT/SAT
• Obtain a hand-only CPR/First Aid card from Molalla Fire Department
• Visit 4 college campuses or technical school campuses
• Senior project program
• Students confront Macbeth’s challenge: does life “signify nothing” or is there a good life?
• Students wrestle with Plato’s Socrates, Nietzsche’s Zarathustra, Dostoevsky’s Crime and Punishment, and Conrad’s Heart of Darkness to come to an answer about what makes life worth living. Thus, they confront “modernity”
• Students take more and more responsibility for the classroom discussions
• Students articulate their view of the good life in a 20+ page thesis that is defended in front of teachers, peers, friends and family
• This is the end of a great ERA at Renaissance Public Academy
Using this guide

- The Curriculum guide is designed to aid students/parents in making wise course selections. Each course is described briefly under the corresponding department heading. In making course selections keep in mind the following.

- All courses described in this guide are offered depending on enrollment and staffing levels and educators endorsements. A course may not be taught if an insufficient number of student request it, or if there are not highly qualified staff available to teach it.

- All students are expected to enroll in a full schedule, 6 classes each trimester Athletes are required to check with Administration for additional requirements.

- Courses are divided up into required course curriculum and elective curriculum. Required courses are those that a student must successfully complete in order to satisfy the Oregon Department of Educational and the Molalla River School District and Renaissance Public Academy. Elective courses are designed to build skills in areas of study that meet the student’s college admissions and/or the pursuit of the personal interests of the student.

- Renaissance Public Academy does not discriminate on the basis of race, religion, color, national origin, disability, marital status, sex, or age in providing education or access to benefits of education services, activities, and programs in accordance with Title VI, VII, Title IX and other civil rights or discrimination issues; Section 504 of the Rehabilitation Act of 1973, as amended and the Americans with Disabilities Act.

Participation in Commencement exercises

Students will be permitted to participate in the commencement exercises if they have completed the entire Renaissance Public Academy graduation requirement, paid all of their fines and fees, and have attended all commencement rehearsals. Failure to meet any of these criteria will result in non-participation in the commencement exercises. The Principal reserves the right to amend these criteria for extenuating circumstances on an individual basis.

Our Character Development

A Classical Education stresses the importance of providing tangible models of excellence that students strive to emulate. Character development is a central component in the style of education.

Renaissance Public Academy emphasizes Students, Parents and Teachers role model each of the Pillars of character on a daily basis.

- Citizenship
- Courage
- Honesty
- Humility
- Integrity
- Perseverance
- Respect
- Responsibility
In Literature classes, we praise the integrity of Piggy in *Lord of the Flies*, the courage of Atticus Finch in *To Kill a Mocking Bird* and the honesty of *Pride and Prejudice’s* Elizabeth Bennet. We question the *Beowulf’s* lack of humility and the responsibilities of Victor Frankenstein. Through class discussion, students draw these examples off the page and into their daily lives.

**Literature by grade levels**

**7 & 8th grade Core English:**

- Students learn the habits of good discussion.
- Students analyze the text by explicating key notes.
- Students improve their writing and speech by imitating the style and vocabulary used by the great masters of English language.
- Students work on writing a thesis driven essay based on their exegetical work.
- Students writing utilizes proper spelling, grammar, and punctuation.
- Students ruminate over the true, the good, and the beautiful in the classics of Western tradition.
- Students are challenged to think more critically and wisely about the world in which they live.
- Students reflect on great ideas and the ways in which those ideas are communicated.
- Students learn various methods for marking and writing in their books.

**9th grade:**

- Students continue developing the above standards through the literature of the ancient Greeks and Romans.
- Short and long essays are assigned for major text.
- Students consider the connections between Classical Literature and ancient History.

**10th grade:**

- Students progress in the literary disciplines by becoming familiar with the great works of British Literature.
- Students learn and practice more thorough and profound textual analysis and develop a greater sophistication of expression, both in discussion and in writing.
- Students humbly consider the respective views of each text, with special attention to significant ethical themes and human decision making.
- Students memorize poetry.

**11th grade:**

- Students read American texts slowly and contemplatively.
- Students participate in mature discussions and American Literature.
- Students write long (7 - 10 page) papers that demonstrate an ability to formulate question, articulate a thesis, and explicate text.
- Students present and defend a thesis that synthesizes ideas from the junior year literature and history texts.

**12th grade:**

- Students confront Macbeth’s challenge: “does life signify nothing or is there a good life?”
Students wrestle with Plato’s Socrates, Nietzsche’s Zarathustra, Dostoevsky’s Crime and Punishment, and Conrad’s Heart of Darkness to come to an answer about what makes life worth living. Thus, they confront “modernity”.

Students take more and more responsibility for the classroom discussions.

Students articulate their view of the good life in a +20 page thesis that is defended in front of teachers, peers, friends and family.

This is the end of a great ERA at Renaissance Public Academy.

If we have run off track in the past with the progression of our curriculum, we are currently working our way back into the progression listed. It is our dream to have every student well engaged in their education.

**English & Literature**

**7th grade**

This course is meant to whet the appetite of young readers by giving them a wide range of novels to ponder. The common thread throughout is the idea of society. Why do we do what we do? Are we driven from internal needs or from external prodding? Who should be given power and freedom? Does it matter what social class we are in? How can we be a part of society we are letting that society dictate every aspect of our lives? And what happens when the society we are a part of becomes corrupt?

We start this discussion off, we will be reading Edmond Rostand’s Cyrano Bergerac. This humorous story of a man well-endowed with facial features will give us a chance to discuss trends, norms, peer-pressure, taunting and individuality. This story will allow us to look at society on a small scale as we witness the main character wrestling with his appearance and simultaneously assisting the town’s handsomest bachelor in his blossoming love affair.

From here we will delve into George Orwell’s Animal Farm. This story will give us a chance to see how politics affect our society, and in this case, the society of farm animals. We will discuss how ideas can be spread, whether for good or for the downfall of society.

Next we will step into the world of William Shakespeare with his comedic Twelfth night. This play is a story of epic mistaken identity, and we try to figure out who is who we will also discuss the importance of gender roles and hierarchies.

From comedy to horror we will visit Robert Louis Stevenson’s Strange Case of Jekyll and Mr. Hyde. In this story we will explore the role that science plays in society and will ask the question, how much control do we have over our own actions? We will discuss the good and the evil of humanity and what is stronger in our own society? This will set us up for the next novel.

Finishing up the year will be Elie Wiesel autobiography of his holocaust experience, Night. This novel is one I strongly recommend parents reading before or during class readings. We will be discussing this in great detail, and seeing as the content is very emotional, we would like for parents to be able to continue conversation as home.
Throughout the year we will be discussing selections from the Realms of Gold. This is the text that we take poetry selections and short stories and speeches from.

NCES course code 51047

8th grade
This course is meant to lay the groundwork for the following years at Renaissance Public Academy. As this is the last year of middle school work, the course is meant to guide students towards a more detailed and critical analysis of the texts that we encounter, as their high school courses will pick up where we leave off. We will spend the year studying the classics of our modern cannon. We will begin the year with Harper Lee’s To Kill a Mocking Bird. With this novel we will analyze the deep-set passions of the Jim Crow South. We will ask questions of morality, family and justice.

From there, we will pick up the controversial novel Lord of the Flies by William Golding. By looking at the worst of human nature, we will try to come across what we can do in our own lives to curb such dark human tendencies. We will also look at this novel as a rebuttal to the generally agreed upon ideal of the “English Gentlemen”.

Going back in time we will then read Jane Austen’s Pride and Prejudice. We will discuss the role of women in late 1700s England, and the idea of chivalry, duty, and matrimony. Gentleman of the class, do not dismay; we will try very hard to show equal time between dueling and dancing!

Next on our list is William Shakespeare’s Henry V. With this play, we will note the vast impact that Shakespeare has had not only on our culture, but our language as well. We will also use this play to delve deeper into a critical analysis of monarchy and aristocracy. We will then use this play to bridge the gap between literature and history to decide what is true and what is fiction.

We will finish the 8th grade year by visiting one of the most influential men in our modern western tradition, Winston Churchill. By reading excerpts from his autobiography, My Early Life we will try to find the common thread within all of our texts.

Does Churchill demonstrate the idea of chivalry, duty and honor? Must a real man fight in order to be recognized? What does it take to lead a nation? And finally, how might we learn not only from Churchill’s triumphs, but from his failures?

NCES course code 51048

Language & Composition (7th - 8th) 7th grade
This course is designed by Core Knowledge sequence learning good writing skills. The students will engage in Writing and research papers, writing expository papers which describe the narrative, persuade and compare and contrast components of the English language. The students will also participate civilly and productively in group discussions about grammar and the correct usage and why? They will identify parts of sentence, subject and verb, prepositional phrases, auxiliary verbs, subject verb agreements infinitive phrases. Each student will have Vocabulary and Spelling as a daily task while also connecting to the Latin/Greek root words and meanings. This class will also spend a great deal of time in a poetry section, learning the
elements of poetry and forms. The 7th grade will end with a section of Fiction, non-fiction and drama based stories.

NCES course code 51035

8th grade

In the eighth grade we will spend our time on more expository writing, speeches and listening skills. We will work heavily on punctuation and sentence structure. The student will work on misplaced modifiers, kinds of parallelism and sentence variety, spelling, vocabulary and more Latin/Greek meanings expanding our knowledge of the English language. This course will also again delve into the fiction and non-fiction stories, drama, essay writing and speeches.

NCES course code 51036

Composition (9th - 12th)

Students will learn English grammar, different kinds of essay writing, proper formatting for essays, vocabulary, and note-taking strategies. The skills developed in this class will serve as a foundation for all future work in humanities classes and will eventually come to fruition in the senior thesis project, which is the capstone of Renaissance Public Academy’s curriculum.

NCES course code 01001,01002,01003,01004. AP 01005

Creative writing (9th - 12th) .33 Elective credit

Welcome to Introduction to Creative Writing! This is a course in "inquiry" and "total response." In the process of reading and writing poetry and fiction, you'll come to recognize the power of the written word and how it can change the way writers and readers live their lives. This writing course is designed to help you discover and put into practice your own strategies for living a more creative life. More practically (or more academically), you'll learn basic strategies for gathering ideas for, writing, critically reading, and revising prose (primarily fiction) and poetry (which may be fictional or non-fictional).

This course encourages you to think of all you’re writing as work in progress. You will complete a portfolio of fiction and poetry at the end of the semester, but much of your grade on this portfolio will hinge on how hard you work at drafting and revising. In the process of doing the work, we'll discuss questions like, what makes a good story. A good poem? What is creative writing as an academic discipline and as a way of life? Where do our own stories and poems, and our own writing goals, fit in? What value does creative writing have personally, socially, and politically?

NCES course code 01104

Cultural Literacy (9th - 10th) .33 elective credit Becoming Philosophers of the Modern World

The modern world is a sea of references, analogies, idioms, colloquialism and concepts compiled from thousands of generations and hundreds of cultures. Although it’s entirely possible to skim the surface and stay afloat, a philosopher, a lover of learning, cannot help but dive to the depths of meaning in our everyday experiences. In this discussion and rhetoric based class, students will peel back the layers of meaning and complexity behind expressions and ideas that they have heard or may have used themselves unwittingly. After the course, a student’s newfound cultural literacy will shed light and meaning across every discipline he/she studies.

While engaging Students with the many faucets of cultural expression, the students will be refining their tools of expression through presentation and persuasive rhetoric. On a regular
basis, students will be asked to give impromptu speech on their perceived understanding of a piece of cultural literacy.

This course will not only fill the gaps of cultural knowledge and strengthen communication skills but to engender philosophers, true lovers of learning, who not only possess a broad base of understanding but, more importantly, a feverish desire to discover more depth in even the most seemingly simple things.

NCES course code 01102

**Classical Literature** (9th) **Literature of a period**

The Greek literature portion of this course will visit some of the best and well-loved Classical works. We will read Homer’s *Iliad*, *Oedipus Rex* and selections from Greek lyric poetry and Plato’s *Republic*. During the second semester, we will begin our study of Roman Literature using Vergil’s *Aeneid*, selections from the poetry of Horace, and Shakespeare’s *Antony and Cleopatra*.

Throughout the course, we will discuss the virtues, and lack thereof, not only of the humans in our stories, but also of the gods. We will visit, and revisit, the idea of justice and how it help to shape the ideas behind Greek and Roman, and in turn the Western thought.

It is not exaggeration to say that these text have been established the traditions within which Westerners have thought about life and what it means to be human. Poets and writer are still moved by Homer’s muse, philosophers still engage in debate with Plato, moderns would do well to emulate Aeneas example of sacrifice and duty, to live by Horace’s adage carpe diem.

This class will engage these texts though dialogue and discussion: the class, you and all the greats of the Greek and Roman times. Through these poems and plays we will begin to ask such questions as: what does it mean to be a man of virtue, who is in charge of our lives, what is the role of the gods and fate, should one strive for the glory or peace, what is justice and how might we enact it in our own lives, and what does it mean to be alive? The text that we discuss in this class will lay a foundation for continued interaction with the Great conversation throughout your years at Renaissance. This course will not just be one of many subjects that you are studying, but will help bridge the gap between literature, history, and the arts. You will draw from discussion that we have in class as you enter into a Western Civilization I course.

NCES course code 01062

**British Literature** (10th)

We will begin our exploration of British Literature with one of the genre’s earliest known works *Beowulf*. As a class we will draw our knowledge of classical literature to discuss the structure of the Anglo-Saxon epic poem and its similarities to aspects of *The Aeneid* and *The Iliad*.

Once we have an understanding of the basis of British writing, we will read selections from the Chaucer’s *Canterbury Tales*. Arguably one of the most important works in Middle English, *The Canterbury Tales*, will give us a sense of 14th century English life as we discuss its intersection of narrative, verse and prose.

From there we’ll take a small jump forward chronologically to enjoy Mary Shelly’s 1818 gothic novel, *Frankenstein*. As this great and horrific novel is often considered to be the first work of science fiction, we will be discussing questions of human nature such as what separates man from monster. Additionally, we will be studying the epistolary from in which Frankenstein was written and the perception of novels and females authors during the period.
We will then return to the 16th century to read of Shakespeare’s best known and most frequently quoted tragedies, *Hamlet*. As a class we will read many passages aloud to better grasp the cadence, wit and drama of Shakespeare’s writing.

Next we will read Charles Dickens’ Tale of two cities. Through this harrowing, heartbreaking tale of the French Revolution, students will get a sense of the serial writings for which Dickens’ was best known. Our discussions will focus on good and evil as symbolized by darkness and light as well as the muddled greys that fall somewhere in between.

Since Dickens’ is considered by many, to be heavy, dense reading. We will take a nice poetry break to study the Romanticism movement. As with A Tale of Two Cities, we will see similar themes of class struggle and revolt against the aristocracy. Selections will include lyric poems and ballads by Wordsworth, Coleridge, Keats, Shelley, and Blake. Our discussions will consider the importance of unbridled nature, imagination and overwhelming emotions.

Finally, we will contrast the disintegration of Hamlet’s Ophelia with the strong central character of Charlotte Brontë’s Jane Eyre. Through this first person narrative of an orphaned child turned opinionated, independent governess, we will discuss issues of morality, freedom and self-determination.

NCES course code 01056

**American Literature (11th - 12th)**

We will begin our exploration of American Literature with the short stories of Nathaniel Hawthorne. Through stories such as *Young Goodman Brown* and *Rappaccini’s Daughter*, we note the struggle that our nation underwent at an early age: issues of religion, prejudice, and human nature. From the backyard of the Salem Witch Trials, we will then move onto Waldo Emerson’s essay on *Self-Reliance*. We will see the American ideal of individuality and exploration at its base, and we will discuss the Modern American essay as a close relative of the ancient Greek and Roman epic poem.

With this foundation set, we then dive into Herman Melville’s *Moby Dick*. Noted as one of the America’s greatest novels, we will see how Melville uses this story to depict the issues that America will soon face: greed, violence, prejudice. We will also use Melville to guide our discussion of the American spirit. What does it mean to be an American? How has our picture of patriotism changed since our founding? Should religion shape our society, or should rugged individualism be king?

From Melville, we move from the open sea to the Deep South with Mark Twain’s *Huckleberry Finn*. This story, which is often thought of as simple and childish, actually deals with issues of race, religion, hypocrisy and economy, and will delve into all the questions that Mark Twain so well disguised as adolescent literature.

The next great American novel, *The Great Gatsby*, We will examine the roaring twenties, a unique paradoxical time in our nation’s history and the “Great Crash” of 1929 that brought it all to a screeching halt. If time allows, we will be contrasting this novel with Steinbeck’s *The Pearl* and writing a comparative paper on their contrasting views on class and wealth.

We will finish out the year with a battery of short stories from modern American authors. Rounding out our introduction to American Literature. Students should be able to compare the ideals of American spirit throughout our nation’s short but powerful history. We will bridge
the gap between history, literature and the arts as we find the true beauty of every angle of American fiction, poetry and essay.

NCES course code 01054

**Modern Literature (12th)**

This class will be dealing with questions of human responsibility and freedom: What are the limits of man? (Why) do we need to accept them? Who makes the rules and who doesn’t? How can we be responsible and free? How do we avoid “the horror”? These are questions which have been a part of the “Great Conversation” of our civilization. You have encountered and learned about many of the participants in this conversation which stretches from Homer, Thucydides, and Plato, via the Bible and St. Augustine, Chaucer and Shakespeare, Franklin and The Federalist papers, to you, me Renaissance Public Academy and your families. In order to facilitate your participation in the great conversation we will try to be mindful of some of the relevant voices of our civilization that you have heard over the past few years. We will discuss Plato’s Apology, without a doubt one of the foundational text in our civilization. We will try and get a glimpse of Socrates and his “method”. Friedrich Nietzsche’s Thus Spoke Zarathustra posits the problem of modern man; namely, the threat of nihilism in light of the break-down of traditional rules, and he fights this moral explosive with dynamite of his own. Needless to say, this project requires very careful and mature reading. This includes two fictional accounts of man’s struggle with his limits, Dostoevsky’s Crime and Punishment and Conrad’s Heart of Darkness. We then dive into The Poison wood Bible, which shows struggle of the third world kind. Fyodor Dostoyevsky’s 1864 first existentialist novel *Notes from the underground* for our final reads.

NCES course code 01053

**World Literature (Advanced Class)**

World Literature is an advanced class for College bound students who are looking for an interesting challenge with a global perspective. This class will cover many literary genres from a variety of world cultures, including works from South America, Africa and Asia. From creation myths to contemporary literature, we will explore history, philosophy and the impact of these works.

NCES course code 01058

**Math (Saxon Math series)**

**Pre- Algebra One** (6th)

This is a course that works with linear, quadratic, and exponential equations and functions. We will explore these topics and numerically, graphically, and algebraically. This course is the foundation for all other math courses offered at RPA. This is Saxon Pre-Algebra Course one.

NCES course code 53047

**Pre- Algebra two** (7th - 8th)

This is a course to strengthen the fundamental Pre-Algebra course. This course will continue to strengthen the fundamental Algebraic components and review and add Saxon course two and three to the course work.

NCES course code 02051

**Algebra I** (9th)

Algebra is the branch of Mathematics that uses symbols to represent arithmetic operations. Topic will include: Properties of real numbers, solving Linear equations, linear inequalities,
systems of equations, exponential functions, quadratic functions, polynomial and factoring
rational expression and functions, and radicals.
NCES course code 02053

**Geometry (10th)**
This course presents all the geometrical concepts in a traditional fashion to the high school student. The topics include: conditional statements, direct and indirect proofs, Pythagorean Theorem, lines and angles congruence, inequalities, parallel lines, quadrilaterals, transformations, area, similarity, the right angle, circles, the concurrence theorems regular polygons and the circle, and geometric solids.
NCES course code 02072

**Algebra II (11th – 12th)**
This course covers tops in the intermediate algebra, advanced algebra and touches trigonometry and solid geometry. The course structure includes theory, mathematical methods and practical application using real world word problems that support natural science and engineering applications. Topics include: linear and quadratic equations, systems of equations, exponential and logarithmic functions, rational and irrational numbers functions quadratic relations and systems, higher-degree functions and complex numbers, sequences and series, probabilities and data analysis, properties of trigonometric and circular function, conic sections and many practical word problems of different types. The integration of mathematics with the natural sciences is stressed to ensure that the student appreciates both the use of math in everyday life, as well as the synergy between mathematics and science.
NCES course code 02056

**Pre-Calculus online (11th-12th)**
Pre-calculus is the study of circles and parabolas and is extended to include other conics such as ellipse and hyperbolas. Trigonometric functions are further developed to include inverses, general triangles and identities. Matrices provide an organizational structure in which to represent and solve complex problems. Students expand the concepts of complex numbers and coordinate plane to represent and operate upon vectors. Probability rounds out the course using counting methods, including their use in making and evaluating decisions. The Mathematical Practice Standards apply throughout each course and together with the content standards, prescribed that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.
NCES course code 02110

**Calculus**
This course will work with the functions and representation of graphs, numerical, analytical or verbal connections. Understanding the limits of functions (including one sided limits) Asymptotic and unbounded behaviors and the continuity as a property of functions. The concept of derivatives, derivatives at point, as a functions, second derivate, the application of derivatives and the computation. Work with Integrals, understanding and interpretation and properties of integrals. The fundamental Theorem of Calculus.
NCES course code 02121

**Science**
**7th grade Core Knowledge Science**
The science sequence for middle grades aims for more intensive and selective study of topics, a number of which were introduced in earlier grades. The sequence continues the practice of studying topics from each of the major realms of science (physical, life, and earth science)
Students are expected to do experiments and write reports on their findings. Atomic Structure, Chemical Bonds and reactions, cell division and genetics. The History of Earth and life forms, and Evolution.
NCES course code 53237

8th grade Core Knowledge Science
The science sequence for middle grades aims for more intensive and selective study of topics, a number of which were introduced in earlier grades. The sequence continues the practice of studying topics from each of the major realms of science (physical, life, and earth science) Students are expected to do experiments and write reports on their findings. This sequence aims at Physics, Forces, Density and buoyancy. Energy, power Electricity and Magnetism Sound waves which takes us to the beginning of music and sound, introducing Africa. Then we finish the year with Chemistry of food and respiration.
NCES course code 23238

Biology (9th-12th)
Biology class will focus on topics vital to an understanding of living systems. The topics will include, The Science of Biology, The chemistry of life, Ecology, Biochemistry, Cells, Genetics, Evolution, Microorganisms and Fungi, Plants, Invertebrates, Chordates, and the Human body. This course is considered advanced studies which covers Biological systems in greater detail. These topics may be explored including organization, function and reproduction; energy transformation; human anatomy and physiology, and the evolution and adaptation of organisms.
This course works in conjunction with CCC for College credit
NCES course code 03051 College credit 03052

Microbiology (9th - 12th)
This course provides students with a general understanding and interest of microbes, prokaryotic and eukaryotic cells, and the three domains systems. Additionally this course may cover bacterial control, cell structure, fungi, protozoa, viruses, and immunity, microbial genetics and metabolism.
NCES course code 03060

Scientific Research Design (10th - 12th)
This course is designed to conceive a design and complete a project using scientific inquiry and experimentation methodologies. Emphasis is typically placed on safety issues, research protocols, environmental controls and manipulation of variables, data analysis, and a coherent display of the project and its outcome(s).
NCES course code 03212

Conceptual Physical Science (9th - 12th)
The objective of this course is to change the way you see the world. We look at science as the basis for technology and the explanation of everyday experiences, not just as facts to be memorized. The focus of this course will be on physics and interface with chemistry and astronomy (cosmology) with scientific laws and fundamental interactions (emagnetism and the weak nuclear force, the strong force of QCD and gravity) playing a central role. We will examine both our present understanding of physical science and the historical context within which this knowledge was discovered and refined, and do so in a way that is accessible to nonscientist.
NCES course code 03159
Animal Systems  (10th - 12th)
Again the study of Biology with emphasis on the Animals systems, the study of behavior, the approaches, the methods of these systems including hormones, development of behaviors communications, natural selection and the evolutionary social system, which gives us life.

This course works in conjunction with CCC for College credit.
NCES course code 03099

Chemistry  (11th – 12th)
In Chemistry the students will learn and apply chemistry principles, concepts, and operations. Students must think logically and abstractly, and use math reasoning to analyze and evaluate laboratory activities. The basic tools of chemistry – mathematics, equations and mole concept- are introduced early and used frequently. Students must be proficient in algebra and analytical problem solving. Writing skills are integrated into this course through formal lab reports, and in-depth literature during the first semester. Working independently, students will learn through reading the text, experimentation, observation and problem solving. This course will provide a fundamental understanding of matter and change, scientific measurements and procedures, atomic structure, chemical bonding, chemical formulas, chemical reactions and equations, stoichiometry, states of matter, kinetic theory of matter, gas laws, solution chemistry, and acid based theories and reaction energy. Each major unit will include historical perspectives focusing on the questions posed, analyzed and answered by the founders of modern chemistry. Students will do a number of laboratory and investigations.
NCES course code 03101

Physics  (11th - 12th)
Physics is a natural science that studies the interaction of matter, energy, force and motion. This course provides students with the necessary knowledge and skills to understand practical applications of physics concepts, methods and mathematics. Course topics include: Classical Physics, (Mechanics, Mechanical and Electromagnetic waves, Thermodynamics, Electricity, and magnetism, light and optics) and Modern Physics (Special relativity, quantum physics and nuclear physics. Heavy emphasis is placed on solving real-world problems, laboratory experiments and independent study projects. All students are re-tested (as needed) to ensure subject matter mastery. Students will perform a number of laboratory experiments and investigations.
NCES course code 03151

Foreign Language
Latin A  Intro to Latin – (6th)
This is designed to provide students with basic Latin grammar and vocabulary. While becoming proficient in Latin grammar, students will develop English grammar and vocabulary and learn about roots and origins of English. We will use Oxford Volume one.
NCES course code 56300

Latin B  (7th)
This is designed to provide students with basic Latin grammar and vocabulary. While becoming proficient in Latin grammar, students will develop English grammar and vocabulary and learn about roots and origins of English. We will use Oxford Volume 2.
NCES course code 56057
This course may be combined 7-8th
Latin C  (8th)
This is designed to provide students with basic Latin grammar and vocabulary. While becoming proficient in Latin grammar, students will develop English grammar and vocabulary and learn about roots and origins of English. We will use Oxford Volume 3.
NCES course code 56038

Latin I  (9th)
This course is designed to provide students with the basic Latin grammar and vocabulary needed to read original Latin text. Learning Latin helps us understand our own language. While becoming proficient in Latin grammar, students will develop English grammar skills and vocabulary while learning about roots and origins of English. First year Latin in High school Cambridge Latin course one and two.
NCES course code 06301

Latin II  (10th)
This course is designed to provide students with the basic Latin grammar and vocabulary needed to read original Latin text. Learning Latin helps us understand our own language. While becoming proficient in Latin grammar, students will develop English grammar skills and vocabulary while learning about roots and origins of English. Second year for High School Cambridge courses three and four.
NCES course code 06302

Cultural Latin  (11th - 12th)  .33 Elective credit
This course will have many major goals. To learn to read with some facility the Latin verse of Plautus, to understand the culture and society of Republican Rome, to become familiar with Roman theatre culture and with the style, types of humor and values in Roman comedy. To make Roman comedy come to life on stage. This course is an intensive engagement with cultural topic through reading Latin text of the Republic or Empire, in tandem with listening, speaking, or writing in the target language. Topics may include Roman Comedy, Roman performance, culture, Roman banquets and Roman elections. This course will also work on the Roman housing, gardens and archeological aspects of the Roman culture.
NCES course code 06303, / 06311 IB

Spanish I  (11th - 12th)  .33 Elective credit
Spanish is the second most commonly spoken language in the United States. Knowing Spanish greatly increases a person’s ability to communicate with fellow students and workers. Knowledge of Spanish is often a requirement, and usually, and usually a “plus” for many employment opportunities. This course will be interactive that will help student obtain the vocabulary and tool necessary to converse for basic skill and knowledge. Our Spanish course will be a conversational Spanish course.
NCES course code 06108

Social Studies - History
7th History
The period between 1850 and 1945 were critical years in which the world saw the decline of the European powers and the coming of age of the United States. In the fall semester, we will be looking at political and military forces at work during the late 19th century, including the unification of Germany and Italy, the age of imperialism and the ultimate result of problems of the period: World War I and the Russian Revolution. In the spring, we’ll examine American culture during the roaring 20’s, the financial crisis that brought about the Great Depression and
how the United States came through a trying time. We will then shift our attention back to Europe and study the rise of totalitarianism under Adolf Hitler, Vladimir Lenin, and Joseph Stalin, and Benito Mussolini. Finally we will take an in-depth look at the causes and events of the Second World War. We will also be having periodic units on geography of Europe and the United States.

NCES course code 54437

8th History
The goal of our 8th grade history course is to familiarize students with the key documents upon which our country is founded. Specific emphasis will be placed on the Declaration of Independence and the Constitution. With this frame work place, we will discuss challenges to the ideals embodied in these documents during the 19 and 20th centuries as we study the Civil rights movement, the growth of socialism / communism, and the Cold War. The course is taught through a combination of lectures and Socratic discussions. The lectures provide background knowledge of the culture, personalities and key events while the Socratic discussions provide an opportunity to delve deeper into primary source documents on particular issues. At the end of the course, the students in the class should possess a clearer understanding of how our Republic was founded and key documents that undergird our current political addition to having some grasp of the challenges involved in remaining faithful to the ideals for the founders over the past two centuries.

NCES course code 54438

Western Civilization I (9th)
The classical world has a rich and varied history out of which the foundations for Western Civilizations arose. Through learning how the ancient peoples of the Mediterranean and Near East live and died students will gain understanding of how our own government and culture is shaped by the actions and accomplishments of people thousands of years ago. This course will begin with an overview of Mediterranean and Near East Bronze age societies. From there, we will turn our attention to Greece, especially the Persian and Peloponnesian wars and the rise of Hellenism and philosophical thought. Finally, we will learn about the beginning and rise to power of the Roman Republic and the events which led to the fall of the Roman Republic and the establishment of the Roman Empire.

NCES course code 04063

Western Civilization II (10th)
This is the transition from ancient times into our own culture and political system is a complicated journey in which ideas first discussed by the ancients are continually tested, debated and reformed. Students will gain understanding of how at the cultural foundations set down by ancient Greece and Rome shaped and guided the transformation from the ancient world into our own times.

This course begins with an overview of Roman Empire and the beginnings of Christianity. We will follow the fall of the Western Roman Empire and the emergence of early kingdoms from barbarian invasions. We will then look at the Eastern Roman Empire, the rise of Islam, and also Charlemagne’s empire in the West. We will study the Crusades and the consequences of the Crusades on the medieval world and learn about Renaissance and Reformation. Finally, we will examine the Enlightenment where a period of renewed scientific political, and philosophical thought led the world into an age of revolution and discovery.

NCES course code 04058
Modern U.S. History  (9th - 12th)
American History will be the focus this year for all 11-12th graders we will bring them back to their own immediate history story after spending time in the Classical, Medieval and early modern period of European History. In contrast to these earlier classes, many of the actions taken and decision made by historical actors in this class have directly shaped the world in which they live. A key question throughout this entire year is the degree to which the story of America is a continuation or a departure from it European inheritance. Related to this is also the issue of American exceptionalism, the degree to which our uniqueness as a nation among the nation of the world is either a reality or a myth. Both of these points begin with the study of what the colonial Americans took to be universal truths about human beings, how they crafted (consciously as well as accidentally) cultural structures and institutions to recognize these truths and create a society that embodied justice and liberty. This creation of the Founders is the touchstone against which the subsequent two centuries of American history is measured. A key question they are to wrestle with by the end of the class is whether we, as a people, have adhered to those ideals which inspired the Founders or departed from them. If we have, has it been for good or necessary reasons?
NCES course code 04103

Government  (10th - 12th) .33 Elective credit
The objective of the American Government course is to prepare students for the rigors of citizenship by equipping them with a rudimentary knowledge of their government. Throughout this course, students are expected to acquire a strong understanding of how the American Republic came to be founded, how the constitution preserves that Republic, and how the three primary branches of American government are intended to operate under the Constitution. The ethos of this course is one formed the belief that individuals ignorant of their government and its history are like toddlers straining to ingratiate themselves into an adult’s conversation: they will be spoken of, but not with: they will be decided for, but not consulted; and they will be unequal to the task of genuine citizenship because of their ignorance will have made them either the slaves or playthings of others. A virtuous character is possible only when individuals diligently shuffle off their ignorance, and through the deliberate acquisition of knowledge, become a part of an intelligent conversation concerning the rights and duties of free citizens in a free republic.
NCES course code 04151

Modern World History  (12th)
Course Overview This full-year course explores the expansive history of the human world. You will learn many facts, but also the critical thinking skills necessary to analyze historical evidence. Five themes will be used as a frame of reference in the chronological study of our world’s history; these themes are: 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. An important skill you will acquire in the class is the ability to examine change over time, including the causation of events as well as the major effects of historical developments, the interconnectedness of events over time, and the spatial interactions that occur over time that have geographic, political, cultural, and social significance. It is important for each student to develop the ability to connect the local to the global, and vice versa. You also will learn how to compare developments in different regions and in different time periods as well as contextualize important changes and continuities throughout world history. Our study of the expanse of world history will begin with something more familiar, the recent past. We will
attempt to answer the historical question of “What is the state of the world today?” before we explore how the world came to this state.

NCES course code 04053

Debate (9th - 12th) .33 elective credit

This class is designed to prepare students for competitive speaking and debating. Its goal is to improve students in speaking, listening, composing and reasoning through practical experiences and applications, especially during scheduled competitions. The course includes a concentration in parliamentary procedure, the technique of persuasion, means of detecting propaganda and fallacies, and the refinement of voice and diction. It will feature an emphasis on forensic which will necessitate extensive practice and rehearsal in oral performances such as oral interpretation, humorous interpretations, dramatic interpretations, duo interpretations, and duo acting interpretations, extemporaneous speaking, congressional debating and speaking children’s literature. Since this course is being offered for competitive speaking each student is required to compete in one tournament and recite Children’s literature for any one of our many open houses, or open forums.

NCES course code 01155

Economics (11th - 12th) .33 Elective credit

This course is designed to provide a basic understanding of the way in which economics affect the lives of individuals and how individuals, through their economic choices, shape their world. It will also attempt to widen students understanding of the richness and complexity of American Society and to deal objectively with the world’s people and systems.

NCES course code 0420

Contemporary World events (11th - 12th) .33 Elective credit

Current event course structured to give the student an understanding of current issues in many areas of political, social, and economic nature. The course emphasizes research done by the student since the topics chosen are very fluid in their nature, meaning that the topics and the amount of coverage on the topics will fluctuate on any given day, week, or month depending on topics current media.

This course will require 1 page research papers with 3-5 topics during the duration of the course. This course will also contain culminating essay on the current events in which you have chosen. Upon completion of this unit, you will be able to make educated decisions about whether various websites or sources are biased in their coverage. Use reliable websites and other sources to research the current event issues. Explain the importance of studying the current world events Explain why the internet is a more effective source that paper-based resources when researching. Form own opinions on the subject and have open discussions with class mates and peers. Evaluate other’s opinions on the subjects and have open discussions with open minded powers to persuade them to your opinion.

NCES course code 04064

Ancient Civilizations .33 Elective credit

Renaissance History 1300-1550 will examine the major factors which influenced the period which named itself "the Renaissance". We will consider social, cultural, economic, geographic, religious, political, artistic, and technological factors which affected the phenomenon's development and spread. A particular focus of the course will be on Europe's interactions with the rest of the world, including by means of trade and exploration, and, in particular, Europe's interactions with the Islamic world. Although many topics will be dealt with in roughly chronological order, the course is organized more by theme than it is by precise chronology. The
first half of the course will primarily cover the Renaissance in Italy, while the second half will examine the way it spread to other parts of Europe.

NCES course code 04058

**Health and Physical Education**

**BYU Health Education (11th - 12th) .5 credit (on line)**


NCES course code 14999

**Medical Terminology (11th - 12th) .5 credit (on line)**

In Medical terminology, all students will find real-life application of medical terminology used in medical programs and offices. They will become proficient at building medical words from word parts. Students will gain grounded foundation of medical terminology, abbreviations and common symbols used in university premed courses & nursing programs. They will be able to describe the terms associated with the anatomical region, planes and movements.

NCES course code 14154

**Health Occupations (11th - 12th) .5 credit (on line)**

The health occupations course gives an overview of the different areas associated with health sciences and health technology. It covers health care systems and trends, careers, ethics, terminology and basic anatomy, diversity, nutrition, job seeking skills and resume writing. This course is a preparatory class for students who are interested in a profession as a healthcare workers. In addition, it is good preparation for anyone interested in working the medical field, public health, safety, etc.

NCES course code 14001

**Physical Education (9th – 12th) .33 Elective credit**

This course provides students with knowledge, experience, and the opportunity to develop skills in more than one of the following sports or activities; team sports, individual/dual sports, recreational sports, and fitness/conditioning activities.

NCES course code 08001

**Team Sports (9th – 12th) .33 Elective credit**

Team sport course provides students with the knowledge, experience and the opportunity to develop skills in more than one team sport (volleyball, basketball, soccer and swimming).

NCES course code 08002

**Individual/Dual Sports (9th – 12th) .33 Elective credit**

This course provides students with the knowledge, experience and the opportunity to develop skills in more than one individual or dual sport (such as tennis, badminton, golf, jogging/running/dancing, racquetball, etc.

NCES course code 08003

**Business and Marketing**

**Marketing & Career Exploration .33 credit Elective**

This course is designed to teach students about marketing concepts and how they apply to business creation and management. Students who are interested in developing an understanding of business, planning to study business in college and or becoming an informed consumer are encouraged to take this course. The class will cover a vary of topics including
brand name development, promotion, merchandising, advertising, distribution, pricing, product development, market research and planning sales. This is a project in which the students will have a hands on experience and the opportunity to learn business skills.

NCES course code 12151

**Retail Marketing**  .33 Elective credit
This retail marketing course will cover the principles and concepts related to the provision of good or services directly to the consumer, emphasizing store operations, advertisement and display of goods, store security, human relations, and business management and ownership. This class will also be responsible for school store.

NCES course code 12160

**Office Procedures**  .33 Elective credit
This is a comprehensive course which provides students with numerous opportunities to explore and understand the responsibilities and duties common to most office personnel. These comprehensive courses cover such topics as communication skills, reception and transmission of information via data processing equipment, filing and record management, mail handling, scheduling, meetings and conferences, creating itineraries, and word processing.

NCES course code 12002

**Keyboarding**  .33 Elective credit
This course provides students with an introduction to the keyboard (letters, numbers and symbols), basic machine operation, and proper key stroke technique. As students’ progress, they improve their speed and accuracy and will produce increasingly complex documents. Such courses help students develop keyboard proficiency, document production skills and problem solving skills.

NCES course code 12005

**Journalism and Broadcasting**
**Photojournalism/Yearbook**  .33 Elective credit
This is a yearlong course designed to create, publish and distribute the schools yearbook. Students in this course are required to learn the basic elements of design, layout, and photography. They must become familiar with computer programs like Studio works, Illustrator and Photoshop. Learn techniques for selling ads and distribution to the general public. The deadlines for this course are real world and grades will be reflective on completion of projects, interviews and stories and sales. This course will require time outside of the regular school day. Passionate and motivated students are encouraged to apply.

NCES course code 11102

**Social Sciences**
**Psychology**  (9th – 12th)  .33 Elective credit
This course focuses on individual behavior and why an individual thinks, feels, and reacts to certain stimuli. Major emphases will be placed on research methods, stages in childhood and adolescence, how the brain works, altered states of consciousness, psychological testing, and psychological disorders. Note: This is a college prep course and requires advanced reading and critical thinking skills.

College credit from Clackamas Community was awarded for this class.

NCES course code 04254
**Miscellaneous – Workplace Experience**

**Employment / Workplace Experience (11-12th) .33 Elective credit**

Workplace courses provide students with work experience in a field related to their interests. Goals are typically set cooperatively by the student, teacher, and employer. These courses may include classroom activities as well, involving further study of the field or discussion regarding experiences that students encounter in the course with that subject area.

NCES course code 22998

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**Academic Achievement**

**Standardized Test Preparation (11th – 12th) .33 Elective credit**

This course helps students prepare for the National standardized test such as the PSAT, SAT, and ACT. In particular, these courses assist students in developing and/or expanding their vocabulary, test-taking and reasoning skills through study, lecture and practice drills. Course topics many include vocabulary preview, root words, prefixes, and suffixes, mathematical concepts, logic, and rules, and general problem solving and test-taking strategies.

NCES course code 22001

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**Leadership (9th – 12th) .33 Elective credit**

You have been invited to be an active participant in this class due to your gifts, talents, and leadership potential. This course will emphasize skills such as goal setting, communication, and organization. The structure of this class will consist of group activities (yes, there will be actual assignments), planning for school and community events, individual projects/goals, and the learning and practicing of leadership qualities/skills both as a group and as individuals. Remember, this course is based on the belief that good leaders are developed—not born. As such, the focus of this class will be to give you the tools you need to become great leaders.

NCES course code 22101

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**Applied English and Communication (10th – 12th) .33 Elective credit**

This is a course that will provide students an opportunity to discover their present interests, values, aptitudes, skills and personality type. This individual self-knowledge will be applied through the research of possible careers each might choose to consider. Students will update their academic plan and profile and experience a community job shadow. Personal career development opportunities will include a mock interview with a community member, practice of Career Related Learning Standards, the creation of a resume and cover letter. The career development process demonstrated in Future Focus can be repeated throughout life as individual student aptitudes and interests continue to develop and grow.

NCES course code 01156

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**Community Service (9th – 12th) .33 Elective credit**

This course provides students with the opportunity to volunteer their time, energy, and talent to serve a community project or organization. These courses are usually (but not always) conducted with a seminar component, so that students can use their volunteer experiences to learn how to solve problems, make decisions and communicate effectively.

NCES course code 22104
Study Skills  (9th-12th)  .33 Elective credit
This course prepares students for success in high school and for postsecondary education. Course topics may vary to the students involved, but typically include reading improvement skills, such as scanning, note taking, and outlining, library and research skills, listening and note taking; vocabulary skills and test taking skills. The course may also include exercises designed to generate organized, logical thinking and writing skills
NCES course code 22003

Dropout Prevention Program  (.33 Elective credit)
Dropout Prevention Program courses vary widely, but typically are targeted for students who have been identified as being at risk of dropping out or failing in school. Course content may include study skill and individual tutorial; job preparation, readiness, application, or interview skills; communication skills; personal assessment and awareness activities; speak presentations; and small group seminars.
NCES course codes 22004