



ACADEMIC OPTIONS NIGHT

AT MARVIN RIDGE HIGH SCHOOL

October 27, 2015

WHAT IS ADVANCED PLACEMENT?



- College Board's Advanced Placement program enables students to pursue college level studies while in high school.
- Courses are available in many subject areas: English, history, humanities, languages, math, psychology, and science.
- Focused on engaging discussions, approaching and solving problems
- Emphasizes the development of writing skills
- Provides a foundation for your future college major or career

THE BENEFITS OF TAKING AP CLASSES

- Helps students gain the skills and study habits needed in college
- Improves writing, problem-solving, and time-management
- Helps students learn how to stay focused on work and goals
- Proves to colleges students are willing to take challenging classes
- Makes students stand out in the admission process
- Proves students are taking the initiative to prepare themselves for college-level work

THE BENEFITS OF TAKING AP CLASSES CONTINUED...

- AP courses are accepted by more than 2,600 colleges and universities worldwide for college credit.
- Colleges have their own policies regarding how credit is awarded for AP courses based on students' scores on the AP exam. Most schools will have this policy outlined on their website.
- AP course completion helps students qualify for scholarships – 31% of colleges and universities look at students' AP experience when determining scholarship opportunities
- Research shows that AP courses help students graduate from college in four years.

TAKING AP COURSES

- Many AP courses require an honors level companion course first semester followed by the actual AP course second semester. Some are one-semester long with no companion course.
- Students who take AP courses are required to take the AP exam for each course in May. Should a student elect not to take the AP exam, the student's final grade in the course will drop by one letter grade.
- Students receive AP exam scores in early to mid-July.

AP COURSES AT MRHS AND ON-LINE

- Art 2D Studio
- Art History
- Biology
- Calculus AB
- Calculus BC
- Chemistry
- Computer Science
- English III, IV
- Environmental Science
- European History
- French
- German
- Government-US
- Human Geography
- Latin
- Microeconomics
- Macroeconomics
- Music Theory
- Physics I, II
- Psychology
- Spanish
- Statistics
- US History
- World History

MORE AP COURSES...

No worries... If the AP course is not offered at MRHS, students can take the class through North Carolina Virtual or Union County Virtual.

North Carolina Virtual AP courses are year-long courses.

AP NATIONAL RECOGNITION

- AP Scholar:** Granted to student who receive scores of 3 or higher on three or more AP exams
- AP Scholar with Honors:** Granted to students who receive an average score of at least 3.25 on all AP exams taken and scores of 3 or higher on five or more of exams
- State AP Scholar:** Granted to the one male and one female student in each US State and the District of Columbia with scores of 3 or higher on the greatest number of AP Exams, and then the highest average score (at least 3.5) on all AP Exams taken
- National AP Scholar:** Granted to students in the US who receive an average score of at least 4 on all AP exams taken and scores of 4 or higher on eight or more of these exams

AP NATIONAL RECOGNITION CONTINUED

- Once you are an AP Scholar, you are always an AP Scholar!
- This distinction can be used on all future college applications, scholarship applications, and even on employment applications.
- Place in Marvin Ridge history... Academic Wall of Excellence.

IB learner profile

The aim of all IB programmes is to develop internationally minded people who, recognizing their common humanity and shared guardianship of the planet, help to create a better and more peaceful world.

As IB learners we strive to be:

INQUIRERS

We nurture our curiosity, developing skills for inquiry and research. We know how to learn independently and with others. We learn with enthusiasm and sustain our love of learning throughout life.

KNOWLEDGEABLE

We develop and use conceptual understanding, exploring knowledge across a range of disciplines. We engage with issues and ideas that have local and global significance.

THINKERS

We use critical and creative thinking skills to analyse and take responsible action on complex problems. We exercise initiative in making reasoned, ethical decisions.

COMMUNICATORS

We express ourselves confidently and creatively in more than one language and in many ways. We collaborate effectively, listening carefully to the perspectives of other individuals and groups.

PRINCIPLED

We act with integrity and honesty, with a strong sense of fairness and justice, and with respect for the dignity and rights of people everywhere. We take responsibility for our actions and their consequences.

OPEN-MINDED

We critically appreciate our own cultures and personal histories, as well as the values and traditions of others. We seek and evaluate a range of points of view, and we are willing to grow from the experience.

CARING

We show empathy, compassion and respect. We have a commitment to service, and we act to make a positive difference in the lives of others and in the world around us.

RISK-TAKERS

We approach uncertainty with forethought and determination; we work independently and cooperatively to explore new ideas and innovative strategies. We are resourceful and resilient in the face of challenges and change.

BALANCED

We understand the importance of balancing different aspects of our lives—intellectual, physical, and emotional—to achieve well-being for ourselves and others. We recognize our interdependence with other people and with the world in which we live.

REFLECTIVE

We thoughtfully consider the world and our own ideas and experience. We work to understand our strengths and weaknesses in order to support our learning and personal development.

The IB learner profile represents 10 attributes valued by IB World Schools. We believe these attributes, and others like them, can help individuals and groups become responsible members of local, national and global communities.

INTERNATIONAL BACCALAUREATE PROGRAM



Pre-requisites:

- Two years of Honors English
- Honors Biology and Honors Chemistry
- Honors Math III
- Three years of Foreign Language
- 3.9/4.0 weighted GPA

INTERNATIONAL BACCALAUREATE PROGRAM



How is IB different?

- A Day/B Day schedule: seven classes each semester for two years
- Extended Essay required: 4,000 word research-based paper
- CAS Component: Creativity, Action, Service requiring 150 contact hours over two years

SPCC CAREER AND COLLEGE PROMISE PROGRAM

- The Career & College Promise Program is a partnership with SPCC that allows you to get college credit for free through SPCC.
- There are two Pathways:
 - College Transfer Pathway
 - CTE Pathway
- Must have a minimum 3.0 GPA and meet minimum test requirements (PLAN, PSAT, SAT, or ACT scores).
- Go to SPCC.edu for more details and apply on CFNC. Information is also available on the “School Counseling” section of the MRHS website.



**North Carolina
Virtual Public School**

- State Virtual School
- Courses taught by NC certified teachers
- Grading policies and timelines differ from UCPS
- Require a computer other than a Chromebook
- Teachers accessible through phone, text, IM
- Registration through guidance
- AP courses are year-long



- Taught by Union County Teachers, administered out of UCPS E-Learning Department
- UCPS grading policies and timelines
- Built to work with Chromebooks
- All labs have UCVirtual teachers visit them weekly
- Registration through guidance



- ACT Prep
- Advanced Topics in Env. Science
- AP Environmental Science
- AP World History
- Advanced Inquiry and Research
- American History 1
- Arts Appreciation
- Biomedical Technology
- Business Law
- Career Management
- Civics and Economics
- Earth and Environmental Science

- English 1
- English 3
- English 4
- Global Awareness
- Leadership Exploration
- Math 2
- Math 3
- Mythology
- Principles of Business
- Psychology/Sociology
- Spanish 1
- Success 2.0

GENERAL UCPS E-LEARNING INFO

- If UCV offers the course, it is the preferred online provider.
- Students take the online course during the school day in a virtual lab or as a “5th period” during their own time.
- Students still take face-to-face classes.
- Students can start taking online classes in 8th grade (only a few choices) – choices open up the summer after 8th grade.

CAREER & TECHNICAL EDUCATION ACADEMIES

Open to all UCPS students.

- Aerospace Engineering Academy
- Automotive Repair Academy
- Broadcasting & Media Production Academy
- Clean Energy Academy
- Collision Repair Academy
- Construction Trades - Carpentry Academy
- Construction Trades - Electrical Academy
- Construction Trades - HVAC Academy
- Construction Trades - Masonry Academy
- Construction Trades - Welding Academy
- Cosmetic Arts & Science Academy
- Culinary Arts Academy
- Drafting Engineering and Architecture Academy
- Early Childhood Education Academy
- Engineering PLTW Academy
- Engineering Technology Academy
- Geospatial Technology Academy
- Health Informatics Academy
- Nurse Assistant Academy
- Public Safety - Fire Fighter Academy
- Vet Assisting Academy

CTE INTERNSHIPS

Qualifications

- Senior year
- Successfully completed two CTE courses within a pathway
- Minimum of 92% attendance rate
- Reliable transportation
- Positive feedback on references

Scheduling

- Community sponsor and student determine schedule based on the business' hours of operation and convenience
- Minimum of 135 hours

Placements, Assignments, and Grades

- Placements are based on student's interest
- Most assignments are completed online and include journals, terminology, time sheets, and a capstone project
- Grades are based on required assignments, attendance at scheduled meetings, and sponsor evaluations
- Internship grades are shown on report cards and transcripts and used to calculate GPA

COOPERATIVE EDUCATION

- Cooperative Education, or Co-op connects the Marketing Education classes to a student's work experience.
- To enroll in Co-op, a student must be concurrently enrolled in a Marketing class
- The job must be directly related to the CTE course
- Students must work a minimum of 135 hours
- Co-op grades are shown on report cards and transcripts and are used to calculate GPA

MRHS SCHOOL COUNSELING WEBSITE

To reach the
“School
Counseling”
page, hover
over “Parents &
Students” and
click on
“School
Counseling.”

The screenshot displays the Marvin Ridge High School website. At the top, there is a navigation bar with a search icon, a 'Translate' button, and links for 'Sign In' and 'Register'. Below this is a blue header with the school's name 'MARVIN RIDGE HIGH SCHOOL' and icons for 'email', 'contact', 'menus', and 'directory'. An orange navigation bar contains links for 'Home', 'About Our School', 'Administration', 'Parents & Students', 'Academics', 'Athletics', and 'Calendar'. A red arrow points to the 'Parents & Students' link. A dropdown menu is open under 'Parents & Students', listing various links. A red arrow points to the 'School Counseling' link in this menu. Below the navigation bar is a large banner image of students at a 'Renaissance Fair'. To the right of the banner is a 'Quick Links' section with several links. At the bottom, there are sections for 'Announcements' and 'Featured Stories'.

Our Schools

Search Translate Sign In Register

MARVIN RIDGE HIGH SCHOOL

email contact menus directory

Home About Our School Administration Parents & Students Academics Athletics Calendar

Booster Clubs
For Parents
For Students
Handbooks & Program of Studies
MRHS Clubs
PTSO
School Counseling
School Forms
School Health
Support and Prevention
Teacher Class Pages
Technology

Quick Links

- PowerSchool Parent Portal
- Teacher Class Pages
- Athletic Calendar - LIVE Up-to-Date Schedules!
- On-line School Payments
- Senior Information Page
- Media Center
- MRHS Drivers Education

Renaissance Fair
Seniors having fun at the Renaissance Fair

Announcements
[Google Forms](#)

Featured Stories
Hispanic Heritage Month

MRHS WEBSITE: WHERE TO FIND ONLINE AND CCP INFORMATION

Click this link to find information on **both** Online and Career & College Promise.

The screenshot shows the Marvin Ridge High School website. The header includes the school name, a search bar, a translate button, and links to sign in and register. Below the header is a navigation bar with links to Home, About Our School, Administration, Parents & Students, Academics, Athletics, and Calendar. A sidebar on the left lists various school counseling services, with a green arrow pointing to the 'Online Classes & Career and College Promise' link. The main content area displays the 'Online Classes & Career and College Promise' page, which includes a table of online course offerings for Fall 2015 and Spring 2016.

MARVIN RIDGE HIGH SCHOOL

Home About Our School Administration Parents & Students Academics Athletics Calendar

School Counseling

- ▶ School Counseling Home
- + College Planning
- ▶ Transcript Requests
- ▶ Online Classes & Career and College Promise
- ▶ Helpful Links
- ▶ Testing Information
- ▶ Academic Support
- ▶ New Student Registration
- ▶ For Parents
- ▶ Bullying Information

Online Classes & Career and College Promise

Online Course Offerings:

UC Virtual:

These are courses taught online by Union County teachers. The courses offered are listed below.

Fall 2015 Offerings	Spring 2016 Offerings
ACT Prep	ACT Prep
Advanced Environmental Science Topics (Honors credit)	AP Environmental Science (part 2)
Advanced Inquiry and Research (Honors credit)	AP World History
American History 1	Advanced Inquiry and Research (Honors credit)
American History 1 Honors	American History 1
Arts Appreciation	American History 1 Honors
Arts Appreciation Honors	Arts Appreciation
Biomedical Technology	Arts Appreciation Honors
Business Law Honors	Biomedical Technology
Career Management	Business Law Honors
Civics and Economics	Career Management
Civics and Economics Honors	Civics and Economics
Earth and Environmental Science	Civics and Economics Honors
Earth and Environmental Science Honors	Earth and Environmental Science
English I	Earth and Environmental Science Honors
English I Honors	English I
English III	English I Honors

MRHS WEBSITE: WHERE TO FIND AP AND IB INFORMATION

Hover over
“Academics”
and click on
“Programs” to
reach this page
with information
on both
AP and IB
offerings.

The screenshot shows the Marvin Ridge High School website. The header includes the school name, a search bar, a translate button, and links for sign in and register. Below the header is a navigation bar with links for Home, About Our School, Administration, Parents & Students, Academics, Athletics, and Calendar. A red arrow points to the 'Academics' link. A dropdown menu is open under 'Academics', showing 'Programs', 'Media Center', and 'Teacher Class Pages'. The 'Programs' link is highlighted. The main content area shows the 'Academic Programs' page, which includes links to 'Academic Core Values', 'Academic Booster Club', 'International Baccalaureate Program', and 'The AP Experience at MRHS'. There is also a section for 'ACT (American College Test) Review' with links to 'ACT Homepage', 'Test Description', 'Sample Test', 'Free Online Help', and '6 Tips for ACT Success'. A photo of students working at a table is visible on the right side of the page. The footer contains contact information for Marvin Ridge High, including the address (2825 Crane Road, Waxhaw, NC 28173), phone number (704-290-1520), and social media links for Facebook, Twitter, and YouTube.

Our Schools

Search Translate Sign In Register

MARVIN RIDGE HIGH SCHOOL

email contact menus directory

Home About Our School Administration Parents & Students Academics Athletics Calendar

Programs

Media Center

Teacher Class Pages

Home / Academics / Programs

Academic Programs

Academics

- Academic Core Values
- Academic Booster Club
- International Baccalaureate Program
- The AP Experience at MRHS

ACT (American College Test) Review

- ACT Homepage
- Test Description
- Sample Test
- Free Online Help
- 6 Tips for ACT Success

GET IN TOUCH - MARVIN RIDGE HIGH

2825 Crane Road
Waxhaw, NC 28173

704-290-1520

CONNECT WITH US

f t y

WHO DO I CONTACT?

- AP: Ms. Shannon Long, MRHS
 - shannon.long@ucps.k12.nc.us
- IB: Ms. Christine Riddle, MRHS
 - christine.riddle@ucps.k12.nc.us
- Career & College Promise: Mr. Jeff Jost at SPCC
 - jjost@spcc.edu or (704) 290-5871
- E-Learning: Ms. Anna Duffey, UCPS
 - anna.duffey@ucps.k12.nc.us
- CTE: Ms. Hillary Steere, MRHS
 - hillary.steere@ucps.k12.nc.us

DIFFERENCES IN AP AND IB ENGLISH

Content and Assessment

EXAMPLE OF WORK WITH POETRY —

“My Papa's Waltz”

The whiskey on your breath
Could make a small boy dizzy;
But I hung on like death:
Such waltzing was not easy.

We romped until the pans
Slid from the kitchen shelf; nm

My mother's countenance
Could not unfrown itself.

The hand that held my wrist
Was battered on one knuckle;
At every step you missed
My right ear scraped a buckle.

You beat time on my head
With a palm caked hard by dirt,
Then waltzed me off to bed
Still clinging to your shirt.

By Theodore Roethke

- **AP** -Explain how ambiguity is evidenced in this poem. Use evidence from the text.
- **IB** -Write a commentary about the following poem.

AP

The following passage is from D. H. Lawrence's 1915 novel, *The Rainbow*, which focuses on the lives of the Brangwens, a farming family who lived in rural England during the late nineteenth century. Read the passage carefully. Then write an essay in which you analyze how Lawrence employs literary devices to characterize the woman and capture her situation.

It was enough for the men, that the earth heaved and opened its furrow to them, that the wind blew to dry the wet wheat, and set the young ears of corn wheeling freshly round about; it was enough that they helped the cow in labour, or ferreted the rats from under the barn, or broke the back of a rabbit with a sharp knock of the hand. So much warmth and generating and pain and death did they know in their blood, earth and sky and beast and green plants, so much exchange and interchange they had with these, that they lived full and surcharged, their senses full fed, their faces always turned to the heat of the blood, staring into the sun, dazed with looking towards the source of generation, unable to turn around.

But the woman wanted another form of life than this, something that was not blood-intimacy. Her house faced out from the farm-buildings and fields, looked out to the road and the village with church and Hall and the world beyond. She stood to see the far-off world of cities and governments and the active scope of man, the magic land to her, where secrets were made known and desires fulfilled. She faced outwards to where men moved dominant and creative, having turned their back on the pulsing heat of creation, and with this behind them, were set out to discover what was beyond, to enlarge their own scope and range and freedom; whereas the Brangwen men faced inwards to the teeming life of creation, which poured unresolved into their veins.

Looking out, as she must, from the front of her

35 knowledge, she strained to hear how he uttered himself in his conquest, her deepest desire hung on the battle that she heard, far off, being waged on the edge of the unknown. She also wanted to know, and to be of the fighting host.

40 At home, even so near as Cossethay, was the vicar, who spoke the other, magic language, and had the other, finer bearing, both of which she could perceive, but could never attain to. The vicar moved in worlds beyond where her own menfolk existed. Did she not know her own menfolk; fresh, slow, full-built men, masterful enough, but easy, native to the earth, lacking outwardness and range of motion. Whereas the vicar, dark and dry and small beside her husband, had yet a quickness and a range of being that made

50 Brangwen, in his large geniality, seem dull and local. She knew her husband. But in the vicar's nature was that which passed beyond her knowledge. As Brangwen had power over the cattle so the vicar had power over her husband. What was it in the vicar, that raised him above the common men as man is raised above the beast? She craved to know. She craved to achieve this higher being, if not in herself, then in her children. That which makes a man strong even if he be little and frail in body, just as any man is little and frail beside a bull, and yet stronger than the bull, what was it? It was not money nor power nor position.

60 What power had the vicar over Tom Brangwen — none. Yet strip them and set them on a desert island, and the vicar was the master. His soul was master of

PROSE

• AP

The following passage is from D.H. Lawrence's 1915 novel *The Rainbow*, which focuses on the lives of the Brangwens, a farming family who lived in rural England during the late nineteenth century. Read the passage carefully. Then write an essay in which you analyze how Lawrence employs literary devices to characterize the woman and capture her situation.

• IB

Write a literary commentary on the following:

POETRY

- **AP** –

- Carefully read the following poem. Then write a well-organized essay in which you analyze how Oliver conveys the relationship between the tree and family through the use of figurative language and other poetic techniques.

- **IB** – Final Exam Paper 1

- Write a literary commentary on the following...

AP OPEN-ENDED

A bildungsroman, or coming-of-age novel, recounts the psychological or moral development of its protagonist from youth to maturity, when this character recognizes his or her place in the world. Select a single pivotal moment in the psychological or moral development of the protagonist of a bildungsroman. Then write a well-organized essay that analyzes how that single moment shapes the meaning of the work as a whole.

You may choose a work from the list below or one of comparable literary merit. Do not merely summarize the plot.

The Adventures of Augie March
Adventures of Huckleberry Finn
All the Pretty Horses
Atonement
Black Boy
Breath, Eyes, Memory
Brown Girl, Brownstones
The Catcher in the Rye
Cat's Eye
The Chosen
The Cider House Rules
The Color Purple
David Copperfield
The God of Small Things
The Grapes of Wrath
Great Expectations
The House on Mango Street
Invisible Man
Jane Eyre

Jasmine
The Joy Luck Club
The Joys of Motherhood
The Namesake
A Portrait of the Artist as a Young Man
Purple Hibiscus
The Secret Life of Bees
A Separate Peace
Siddhartha
Song of Solomon
The Sorrows of Young Werther
The Sound and the Fury
The Story of Edgar Sawtelle
Their Eyes Were Watching God
A Thousand Splendid Suns
To Kill a Mockingbird
A Tree Grows in Brooklyn
The Woman Warrior

IB – COMPARE/CONTRAST ESSAY FINAL PAPER 2

- Where fiction focuses on verisimilitude (a likeness to the recognizable world but not a mirror image) non-fiction focuses more carefully on authentic detail. With reference to at least two works in your study, how have texts used authentic detail and to what effect?
- While fiction is sometimes thought of as the work of an individual imagination, non-fiction often relies on the experiences of others and can thus be seen as the result of a group or communal effort. How far and to what effect have you found evidence of this “communal effort” in the works of at least two authors you have studied?
- In what ways and for what reasons do the works of prose fiction you have studied seek to represent thought or interior consciousness? In your answer you should refer to at least two of the works you have studied
- “Fiction is an essentially rhetorical art – that is to say the novelist or short story writer persuades us to share a certain view of the world for the duration of the reading experience.” To what extent do you agree with this statement? In your answer you should refer to at least two of the works in your study

IB - JUNIORS

Syllabus Outline	Assessment Outline
Part 1: Works in Translation <ul style="list-style-type: none">• <i>The Essential Neruda: Selected Poems of Pablo Neruda (1900's)</i>• <i>Chronicle of a Death Foretold</i> by Gabriel Garcia Marquez (1981)• <i>The Sound of Waves</i> by Yukio <u>Mishima</u> (1954)	Written Assignment—a reflective statement (300-400 words) and a literary essay (1200-1500 words) on one work studied in Part 1 (External Assessment)
Part 2: Detailed Study	Individual Oral Commentary and Discussion
Part 3: Literary Genres	Paper 1 and Paper 2
Part 4: Options <ul style="list-style-type: none">• <i>Love Medicine</i> by Louise <u>Erdrich</u> (1984)• <i>Their Eyes Were Watching God</i> by <u>Zora</u> Neale Hurston (1937)• <i>The Importance of Being Ernest</i> by Oscar Wilde (1895)	Individual Oral Presentation: a 10-15 minutes presentation based on Part 4 works (Internal Assessment)

IB - SENIORS

Syllabus Outline	Assessment Outline
Part 1: Works in Translation	Written Assignment
Part 2: Detailed Study <ul style="list-style-type: none">• <i>Hamlet</i> by William Shakespeare (c. 1600)• <i>The Things They Carried</i> by Tim O'Brien (1990)• <i>Selected Poems</i> by Robert Frost (1900's)	Internal Assessment: <ul style="list-style-type: none">• Individual Oral Commentary and Discussion (20 minutes)
Part 3: Literary Genres <ul style="list-style-type: none">• <i>In Cold Blood</i> by Truman Capote (1966)• <i>Running in the Family</i> by Michael Ondaatje (1982)• <i>I Know Why the Caged Bird Sings</i> by Maya Angelou (1969)• <i>Teaching a Stone to Talk</i> by Annie Dillard (1982)	External Assessments: <ul style="list-style-type: none">• Paper 1: Literary Commentary— (2 hours) on an unknown poem or prose selection• Paper 2: Essay— (2 hours) based on at least two works studied in Part 3
Part 4: Options	Individual Oral Presentation

AP LITERATURE: MAJOR WORKS

Throughout this year, we will study the following longer works of fiction:

PROSE –

- *Atonement* by Ian McEwan (summer reading)
- *Waiting for Godot* by Samuel Beckett
- *The Picture of Dorian Gray* by Oscar Wilde (summer reading)
- *The Metamorphosis* by Franz Kafka
- *Dr. Jekyll and Mr. Hyde* by Stevenson
- *Othello* by William Shakespeare
- *The Road* by Cormac McCarthy
- *The Kite Runner* by Khaled Hosseini

POETRY– selected poems

Textbooks – *Perrine's* and *The New Bedford Reader*

ASSESSMENTS – Teacher(s) selected – *essay, multiple choice, analysis and written discussion*

AP Exam in May