

Elkhart Central High School



Course Description Guide

FOR THE SCHOOL YEAR 2020-2021

A Note from the Counseling Department

The Central counseling staff is pleased to present the course offerings for 2020-2021. This guide will be a valuable tool to help you in planning your academic program for 2020-2021 and for each year you attend Elkhart Central High School. Please take the time to read through the guide carefully, noting specific course descriptions, prerequisites, and recommended grade levels.

The counseling staff encourages you and your parents or guardian to discuss your course selection thoroughly before your scheduled course selection conference with your counselor. Parents are always welcome to attend. Please contact the Central Counseling Office (295-4704) if you have questions concerning the scheduled appointment time, the curriculum, academic placement in courses, or the high school program.

It is our hope that this guide will help you and your parents to understand the many exciting courses which are offered at Central. We suggest that you save the Central Course Description Guide so that you can refer to it if you have questions concerning the courses which you have selected or would like to select. For your convenience, counselor names are listed below:

The Counseling Faculty and Staff:

Mrs. Flagg	Counselor/Dept. Chair
Mr. Kelley	Counselor
Mrs. Elonich	Counselor
Ms. Werbiansky	Counselor
Ms. Maller	Counselor
Mrs. Roberson	Counselor
Mrs. Curry	Registrar
Mrs. Brown	Secretary

2020 Scheduling Calendar

February 11, 2020: 8th Grade Parent Night and “Elkhart Community Schools Showcase” for parents and students at Elkhart Central High School in the Auditorium. 6:00 – 7:30 p.m.

March 9 – 19, 2020: Schedule 8th grade students at the middle schools. See schedule below:

*3/9-3/13: at North Side Middle School
*3/16- 3/19: at Pierre Moran Middle School
3/13: St. Thomas @ North Side Middle School
*3/13: West Side Middle School

*Check with your school's guidance office for your appointment time.

A Note from the Principal

The information within these pages is extremely important. In reality, it tells a story, a story that--if read, comprehended, and implemented properly--will have a very happy ending. It is about successful planning of your high school career, or in other words, the completion of all graduation requirements expected in the state of Indiana, so that you will be well prepared to accept the on-going educational and career challenges that you will face in your “life after high school.”

This curriculum guide should be used in creating your 4 year plan for high school. Please review it with your parents or guardian, and bring any questions that arise to your counselor. Planning your academic schedule is one of the most important activities in which you participate each year. I sincerely hope that this guide will assist you in selecting classes which will prepare you for your future educational career goals.

Frank Serge, Principal

The Elkhart Community School Corporation does not discriminate on the basis of race, religion, national origin, sex, handicap conditions or limited English proficiency in matters pertaining to admission, selection, and access to programs.

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Elkhart Central's Web Site: <http://elkhart.k12.in.us/centralhs/>

Graduation Requirements

(All diplomas require passing the End of Course Assessment in Algebra and English 10)

INDIANA CORE 40 - Course & Credit Requirements- 40 Total Credits Required	
English/ Language Arts	8 credits
	Including a balance of literature, composition, and speech.
Mathematics	6 credits
	2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II All students are required to take a math or physics course during their junior or senior year.
Science	6 credits
	2 credits: Biology I 2 credits: Chemistry I or Integrated Chemistry-Physics 2 credits: any Core 40 science course
Social Studies	6 credits
	2 credits: Geography/History of the World 2 credits: U.S. History 1 credit: U.S. Government 1 credit: Economics
Directed Electives	5 credits
	World Languages Fine Arts Career/Technical
Physical Education	2 credits
Health and Wellness	1 credit
Electives*	6 credits (Career Academic Sequence Recommended)

Core 40 with Academic Honors (minimum 47 credits)

For the **Core 40 with Academic Honors** diploma, students must:

- Complete all requirements for Core 40.
- Earn 2 additional Core 40 math credits.
- Earn 6-8 Core 40 world language credits (6 credits from one or 4 credits from two different).
- Earn 2 Core 40 fine arts credits.
- Earn a grade of a “C” or better in courses that will count toward the diploma.
- Have a grade point average of a “B” or better.
- Complete one of the following:
 - Complete 2 AP courses (4 credits) and corresponding AP exams
 - Earn a combined score of 1200 or higher on the SAT critical reading and mathematics
 - Score a 26 or higher composite on the ACT
 - Complete dual high school/college credit courses from an accredited postsecondary institution (6 transferable college credits)
 - Complete a combination of AP course (2 credits) and corresponding AP exam and dual high school/college credit course(s) from an accredited postsecondary institution (3 transferable college credits)

Core 40 with Technical Honors (minimum 47 credits)

For the **Core 40 with Technical Honors** diploma, students must:

- Complete all requirements for Core 40.
- Complete a career-technical program (8 or more related credits).
- Earn a grade of “C” or better in courses that will count toward the diploma.
- Have a grade point average of a “B” or better.
- Recommended: Earn 2 additional credits in mathematics and 4-8 credits in World Languages for four year college admission.
- Complete two of the following, one must be A or B:
 - A. Complete dual high school/college credit courses in a technical area (6 college credits)
 - B. Complete a Professional Career Internship course or Cooperative Education course (2 credits)
 - C. Complete an industry-based work experience as part of two-year technical education program (minimum 140 hours)
 - D. Earn a state-approved, industry-recognized certification

ART

Beth Sokolowski, Chairperson
Department Telephone 295-4731

Introduction to Two-Dimensional Art

(Core 40 & AHD Course) #8011

Level: 9, 10, 11, 12 Length: 1 term Credit: 1 credit/term

Students taking Introduction to Two-Dimensional Art engage in sequential learning experiences that encompass 1) art history- historical analysis of art work from a variety of cultures and time periods; 2) art criticism - critically examining current works and artistic trends; 3) aesthetics - attempting to respond to questions about the nature of art; and 4) production - searching for meaning, significance and direction in their own work.

This is a beginning course in art with an emphasis on building skills and techniques in a variety of art materials, such as pencil, pen, crayon, paper and paint. The basic elements and principles of art and design will be explored. Students will solve creative problems in a studio setting and will examine the work of notable artists. The Introduction to 2D Art student need not possess a high degree of artistic skill, but should demonstrate a willingness to learn.

Art 9 Honors

(Intro to 2D Art I H & Intro to 3D Art I H)

(Core 40 & AHD Course) #8177 & 8188

Level: 9 Length: 2 terms Credit: 1 credit/term

This course with the theme "Realizing the Sky's the Limit" is planned for entering ninth grade students who are gifted/talented in art. Students gain admission through an application and selection process.

Students in this course will build knowledge, skills and techniques in a variety of two and three-dimensional media. They will develop, analyze and synthesize original concepts in their work. Elements and principles of two-dimensional design will be explored and these will be applied effectively as students complete challenging art assignments.

Experiences will be teacher and student directed. Assignments will stimulate scholarly inquiry into the historical, social, political, and spiritual implications of mankind's art involvements. Students will integrate higher order thinking and a diversity of responses into their work.

Art 10 Honors

(Intro to 2D Art II H & Intro to 3D Art II H)

(Core 40 & AHD Course) #8277 & 8288

Level: 10 Length: 2 terms Credit: 1 credit/term

This course with the theme "Establishing Visions of Excellence," is planned for tenth grade students who are gifted/talented in art and who have successfully completed Introduction To Two-Dimensional Art I: H and Introduction To Three-Dimensional Art I: H or have petitioned for admission.

Students in this course will build knowledge, skills and techniques in a variety of two and three-dimensional media. They will develop, analyze and synthesize original concepts in their work. Elements and principles of three-dimensional design will be explored, and these will be applied effectively as students complete challenging art assignments. Students will be expected to begin the process of assembling a pre-college portfolio.

Students in this course will describe, analyze and interpret works of western and non-western art. As a result of this investigation, a higher level of personal meaning and artistic sophistication will be evidenced in students' portfolio work. Students will recognize the potential of art-related professions in the larger community.

Visual Communication

Students in Visual Communication engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create advertising designs and utilize graphic design, typography, illustration, and computer technologies. Additionally, students: (1) reflect upon the outcome of these experiences, (2) explore historical connections, (3) write about the process, (4) make presentations about their progress at regular intervals, (5) work individually and in groups, (6) find correlations to other disciplines, and (7) explore career options related to visual communication.

Visual Communication 1

(Core 40 & AHD Course) #8041

Level: 9, 10, 11, 12 Length: 1 term Credit: 1 credit/term

The Visual Communication 1 student will be involved in a variety of studio experiences relating to the art of advertising and communications. The basic elements and principles of design will serve as a foundation. Students will work with line, shape, space, color schemes, and composition. Computer software based practice and projects will be included. An introduction to the psychology of advertising in contemporary society will be included. Additional expense will be required.

Prerequisite: Intro to Two-dimensional Art with a recommended grade of “C” or higher.

Visual Communication 2

(Core 40 & AHD Course) #8051

Level: 9, 10, 11, 12 Length: 1 term Credit: 1 credit/term

This course encompasses such areas as campaign ads, logotypes, poster designs, and illustrations. Further studio experiences along with lecture and critiques are included. More advanced skill level is required. Computer software based practice and projects will be included. Career opportunities will be discussed. Additional expense will be required.

Prerequisite: Visual Communication 1 with a recommended grade of “C” or higher.

Drawing 1

(Core 40 & AHD Course) #8211

Level: 9, 10, 11, 12 Length: 1 term Credit: 1 credit/term

A first course in drawing from life (portraits, human figure, still life and landscape) and from imagination. Students will gain familiarity with a variety of drawing materials such as pencil, pastels, chalk, charcoal, and ink. Notable paintings and drawings from art history will be examined and discussed.

Prerequisite: Intro to Two-Dimensional Art with a recommended grade of “C” or higher.

Drawing 2

(Core 40 & AHD Course) #8221

Level: 9, 10, 11, 12 Length: 1 term Credit: 1 credit/term

Second level of work in drawing media. The emphasis will be on further exploration of techniques and materials and the completion of more advanced work. Students will study notable works of art. Each student will begin to assemble a personal portfolio. **Prerequisite:** Drawing 1 with a recommended grade of “C” or higher.

Students who wish to continue work in Drawing after Drawing 2 should enroll in Advanced Two-Dimensional Art.

Painting 1

(Core 40 & AHD Course) #8251

Level: 9, 10, 11, 12 Length: 1 term Credit: 1 credit/term

A first course in painting from life (portraits, human figure, still life and landscape) and from imagination. Students will gain familiarity with a variety of painting materials such as watercolor, tempera, acrylic, and ink. Notable paintings and drawings from art history will be examined and discussed.

Prerequisite: Intro to Two-Dimensional Art and Drawing 1 with a recommended grade of “C” or higher.

Painting 2

(Core 40 & AHD Course) #8261

Level: 9, 10, 11, 12 Length: 1 term Credit: 1 credit/term

Second level of work in painting media. The emphasis will be on further exploration of techniques and materials including oil paints and the completion of more advanced work. Students will study notable works of art. Each student will begin to assemble a personal portfolio.

Prerequisite: Painting 1 with a recommended grade of “C” or higher.

Students who wish to continue work in Painting after Painting 2 should enroll in Advanced Two-Dimensional Art.

Photography 1

(Core 40 & AHD Course) #8151

Level: 10, 11, 12 Length: 1 term Credit: 1 credit/term

Students will complete various projects using a variety of two dimensional media, including basic black and white darkroom photography, digital photography, video, and printmaking in order to familiarize themselves with the basic design elements, principles and strategies. The emphasis will be on good composition. Film development and photo enlarging will be included. A point-and-shoot digital camera is required. * Additional expense is required.

Prerequisite: Intro to Two-dimensional Art with a recommended grade of “C” or higher.

Photography 2

(Core 40 & AHD Course) #8161

Level: 9, 10, 11, 12 Length: 1 term Credit: 1 credit/term

Students will continue in the above areas with increased attention to skill development. Darkroom techniques will be refined and work will begin on an individual portfolio. A point-and-shoot digital camera is required. * Additional expense is required.

Prerequisite: Photography 1 with a recommended grade of “C” or higher.

Students who wish to continue work in photography after Photography 2 should enroll in Advanced Two Dimensional Art.

Ceramics

Students in Ceramics engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create works of art in clay utilizing the processes of hand building, molds, wheel throwing, slip and glaze techniques, and the firing processes.

Additionally, students: (1) reflect upon the outcome of these experiences, (2) explore cultural and historical connections, (3) write about the process, (4) make presentations about their progress at regular intervals, (5) work individually and in-groups, (6) find direct correlations to other disciplines, and (7) explore career options related to ceramics. Art museums, galleries, studios, and community resources are utilized.

Ceramics 1

(Core 40 & AHD Course) #8451

Level: 9, 10, 11, 12 Length: 1 term Credit: 1 credit/term

A course in the use of ceramic clay materials for creative expression. Students will explore clay and glaze types and develop skills in building ceramic forms, both functional (such as cups and pots) and nonfunctional (such as animal sculptures). Emphasis will be placed on observing the fundamental elements and principles of good design. Students will develop an appreciation for the beauty of clay. Notable works in ceramics will be examined. Additional expense may be required for clay and glazes.

Prerequisite: Intro to 2-D Art or Intro to 3-D Art with a recommended grade of "C" or higher.

Ceramics 2

(Core 40 & AHD Course) #8461

Level: 9, 10, 11, 12 Length: 1 term Credit: 1 credit/term

Students will continue to develop skills in clay. More advanced hand-building techniques will be explored, along with an introduction to the use of the potter's wheel. More advanced surface treatments and glazes will be employed. Students will be encouraged to analyze and criticize professional and student work. Additional expenses may be required for clay and glazes.

Prerequisite: Ceramics 1 with a recommended grade of "C" or higher.

Students who wish to continue work in Ceramics after Ceramics 2 should enroll in Advanced Three-Dimensional Art.

Sculpture

Students in Sculpture engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create realistic and abstract sculptures utilizing subtractive and additive processes of carving modeling, construction, and assembling. In addition, students: (1) reflect upon the outcome of these experiences, (2) explore historical connections, (3) write about the process, (4) make presentations about their progress at regular intervals, (5) work individually and in groups, (6) find a direct correlation to other disciplines, and (7) explore career options related to sculpture. Art museums, galleries, studios, and community resources are utilized

Sculpture 1

(Core 40 & AHD Course) #8351

Level: 9, 10, 11, 12 Length: 1 term Credit: 1 credit/term

A studio course involving creative experiences in a variety of 3D materials, such as wood, plaster, clay, metal, fabrics, and wire. Well-developed composition based on the basic elements and principles of design will be stressed. Notable works of sculpture will be examined and analyzed. Additional expense may be required for certain projects.

Prerequisite: Intro to 2-D Art or 3-D Art with a recommended grade of "C" or higher.

Sculpture 2

(Core 40 & AHD Course) #8361

Level: 9, 10, 11, 12 Length: 1 term Credit: 1 credit/term

Second level of studio experiences in a variety of materials. Students will be expected to develop stronger skills and greater familiarity with materials. More advanced visual imagery will result for greater individual research. Students will criticize and evaluate their own work and the work of professionals. Additional expense may be required for certain projects.

Prerequisite: Sculpture 1 with a recommended grade of "C" or higher.

Students who wish to continue work in Sculpture after Sculpture 2 should enroll in Advanced Three-Dimensional Art.

Art History

(Core 40 & AHD Course) #8091

Level: 9, 10, 11, 12 Length: 1 term Credit: 1 credit/term

This course does not require previous training in art or a high level of skill in drawing or other studio areas. Students enrolled in Art History will study the wonders of mankind's artistic history from ancient times to the present. They will also be exposed to study of artistic perception, art analysis and criticism. Students will learn to examine their visual and artistic world more closely and carefully than ever before. They will be encouraged to discuss works of art and ask

questions regarding the origins of the works and the reasons for their creation. The course will include an interesting combination of slide presentations, videotapes, lecture and discussion, museum visits, research and writing assignments and creative projects.

Advanced Art: Honors Art/AP

(Core 40 & AHD Course) #8175 & 8186

Level: 11, 12 Length: 3 or 4 terms Credit: 1 credit/term

Experiences will be teacher and student directed. Assignments will stimulate scholarly inquiry into the historical, social, political, and spiritual implications of mankind's art involvements. Students will integrate higher order thinking and a diversity of responses into their work.

This course is designed for self-motivated junior and senior students who have demonstrated a serious interest in the study of art. Can be elected for up to 8 consecutive terms. Course numbers can be taken concurrently. The emphasis is on individual directions in one or more media areas, including painting, drawing, ceramics, sculpture, visual communication, photography and printmaking.

Students will develop, analyze and synthesize original concepts in their work. Elements and principles of design will be explored, and these will be applied effectively.

College and career opportunities will be explored. Each student will compile a portfolio, with the option of submitting the portfolio for college admission or scholarship consideration. Students will be expected to supplement their in-class experience with outside work, including sketching and museum or gallery visits. Additional expense may be required.

Prerequisite: Introduction to Two-dimensional Art or Honors art, plus four terms from at least two different studio areas (with a recommended grade of "C" or higher in each), and permission from the Art Department chairperson.

Advanced Two-Dimensional Art I & II

(Core 40 & AHD) #8551, 8553, 8555 & 8557

Level: 11, 12 Length: up to 8 terms Credit: 1 credit/term

This course is designed for junior and senior students who have successfully completed Intro to Art and/or Honors 9 plus studio courses totaling three or more terms and wish to continue pursuing individual directions in art.

Students in this course will build knowledge, skills and techniques in a variety of two-dimensional media, such as drawing, painting, visual communication and photographic media. They will develop, analyze and synthesize original concepts in their work. Elements and principles of two-dimensional design will be explored, and these will be applied effectively as students work to build a precollege portfolio. Post high school art opportunities will be explored. Experiences will be teacher and student directed. Students must receive departmental permission to enroll. Additional expense may be required.

Advanced Three-Dimensional Art I & II

(Core 40 & AHD) #8561, 8563, 8565 & 8567

Level: 11, 12 Length: up to 8 terms Credit: 1 credit/term

This course is designed for junior and senior students who have successfully completed Intro to Art and/or Honors 9 plus studio courses totaling three or more terms which must include Ceramics I and wish to continue pursuing individual directions in art.

Students in this course will build knowledge, skills, and techniques in a variety of three-dimensional media, such as ceramics, sculpture, jewelry and mixed media. They will develop, analyze and synthesize original concepts in their work. Elements and principles of two-dimensional design will be explored, and these will be applied effectively as students work to build a precollege portfolio. Post high school art opportunities will be explored. Experiences will be teacher and student directed. Students must receive departmental permission to enroll. Additional expense may be required.

BUSINESS AND TECHNOLOGY

Patricia Pletcher, Chairperson
Department Telephone 295-4733

The Elkhart Central Business and Technology Department will provide students the opportunity to . . .

Develop “life skills” needed by all consumers in order to make good decisions on how to manage and use money.
Expand educational options through hands-on experience.
Learn and practice skills that will lead to economic prosperity.
Acquire lifelong skills and habits to apply to any career.
Apply academic content to real-life situations.
Explore two educational options – college prep and career prep.
Pretest career interest before going to college.
Explore ways to pay for college.
Broaden lifelong work and study options.
Develop a solid foundation of personal skills necessary for getting along with others in the workplace.

BUSINESS

***Introduction to Accounting A, B* #5251 & 5262**

Level: 10, 11, 12 Length: 2 terms Credit: 1 credit/term

Accounting I is a business course that introduces the language of business using Generally Accepted Accounting Principles (GAAP) and procedures for proprietorships and partnerships using double-entry accounting. Emphasis is placed on accounting principles as they relate to both manual and automated financial systems. This course involves understanding, analyzing, and recording business transactions and preparing, analyzing, and interpreting financial reports as a basis for decision making. Projects, simulations, case studies, and business experiences are used to apply accounting theories and produce appropriate financial reports. Students will work with Excel and be introduced to several automated systems including QuickBooks and Automated Accounting.

Prerequisites: Personal Financial Responsibility/Intro to Technology

***Advanced Accounting A, B* #5271 & 5282**

Level: 11, 12 Length: 2 terms Credit: 1 credit/term

Advanced Accounting expands on the Generally Accepted Accounting Principles (GAAP) and procedures for proprietorships and partnerships using double-entry accounting covered in Introduction to Accounting. Emphasis is placed on accounting principles as they relate to both manual and automated financial systems. This course involves understanding, analyzing, and recording business transactions and preparing, analyzing, and interpreting financial reports as a basis for decision-making. Instructional strategies include the use of spreadsheets, word processing, and accounting software.

Prerequisite: Introduction to Accounting A, B

***Intro to Business* #5101**

Level: 9, 10 Length: 1 term Credit: 1 credit/term

Introduction to Business introduces students to the world of business, including the concepts, functions, and skills required for meeting the challenges of operating a business in the twenty-first century on a local, national, and/or international scale. The course covers business management, entrepreneurship, marketing fundamentals, and business ethics and law. The course further develops business vocabulary and provides an overview of business and the role that business plays in economic, social, and political environments.

Prerequisites: Personal Financial Responsibility/Intro to Technology recommended.

Business Law and Ethics #5771

Level: 11, 12 Length: 1 term Credit: 1 credit/term

Business Law and Ethics provides an overview of the legal system in the business setting. Topics covered include: basics of the judicial system, contract, personal, employment and property law. Application of legal principles and ethical decision-making techniques are presented through problem-solving methods and situation analyses.

Keyboarding experience recommended.

Business Math IA, IB #5565 & 5566

Level: 10, 11, 12 Length: 2 terms Credit: 1 credit/term

Business Math is a business course designed to prepare students for roles as entrepreneurs, producers, and business leaders by developing abilities and skills that are part of any business environment. A solid understanding of math including algebra, basic geometry, statistics, and probability provides the necessary foundation for students interested in careers in business and skilled trade areas. The content includes mathematical operations related to accounting, banking and finance, marketing, and management. Instructional strategies should include simulations, guest speakers, tours, Internet research, and business experiences. Fulfills a Mathematics requirement for the General Diploma only or counts as an Elective or Directed Elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

Prerequisites: Algebra I; Keyboarding experience recommended

Digital Applications and Responsibility #5751

Level: 9, 10, 11, 12 Length: 1 term Credit: 1 credit/term

Digital Applications and Responsibility prepares students to use technology in an effective and appropriate manner in school, in a job, or in everyday life. Students develop skills related to word processing, spreadsheets, presentations, and communications software. Students learn what it means to be a good digital citizen and how to use technology, including social media, responsibly. Students expand their knowledge of how to use digital devices and software to build decision-making and problem-solving skills. Students should be provided with the opportunity to seek industry-recognized digital literacy certifications.

Prerequisite: Personal Financial Responsibility /Intro to Technology

Introduction to Entrepreneurship #5782

Level: 11, 12 Length: 1 term Credit: 1 credit/term

Introduction to Entrepreneurship provides an overview of what it means to be an Entrepreneur. The student will learn about starting and operating a business, marketing products and services, and how to find resources to help in the development of a new venture. This course is ideal for students interested in starting their own small business. Students will develop a written business plan for a business of their choice.

Prerequisite: Intro to Business or Marketing; Keyboarding experiences recommended.

Principles of Marketing #5551

Level: 10, 11, 12 Length: 1 term Credit: 1 credit/term

Principles of Marketing provides a basic introduction to the scope and importance of marketing in the global economy. Emphasis is placed on oral and written communications, mathematical applications, problem-solving, and critical thinking skills as they relate to advertising/promotion/selling, distribution, financing, marketing-information management, pricing, and product/service management.

Keyboarding experience recommended.

***Personal Financial Responsibility/Intro to Technology* #5131**

Level: 9 Length: 1 term Credit: 1 credit/term

Personal Financial Responsibility addresses the identification and management of personal financial resources to meet the financial needs and wants of individuals and families, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors. This course helps students build skills in financial responsibility and decision making; analyze personal standards, needs, wants, and goals; identify sources of income, saving and investing; understand banking, budgeting, record-keeping, and managing risk, insurance, and credit card debt. Students will have the opportunity to develop/enhance computer keyboarding skills, document formatting, as well as survey other digital technology applications. The personal financial responsibility component of the course will meet the State of Indiana's requirement for high school financial literacy education. Successful completion of this course will serve as a pre-requisite for entry into advanced computer technology courses such as Computer Applications, as well as advanced business courses such as Accounting, Business Foundations, Marketing, or Personal Finance.

***Sports and Entertainment Marketing* #5984**

Level: 9, 10, 11, 12 Length: 1 term Credit: 1 credit/term

Sports and Entertainment Marketing is a specialized marketing course that develops student understanding of the sport/event industries, their economic impact, and products; distribution systems and strategies; pricing considerations; product/service management, and promotion. Students acquire an understanding and appreciation for planning. Throughout the course, students are presented with problem-solving situations for which they must apply academic and critical-thinking skills. Participation in cooperative education is an optional instructional method, giving students the opportunity to apply newly acquired marketing skills in the workplace. In addition, students will take an active role in marketing Elkhart Central sports and contribute to Central's website, Elkhartblazerssports.com

***Web Design* #5962**

Level: 10, 11, 12 Length: 1 term Credit: 1 credit/term

Web Design is a course that provides instruction in the principles of web design using HTML/XHTML and current/emerging software programs. Areas of instruction include audience analysis, hierarchy layout and design techniques, software integration, and publishing. Instructional strategies should include peer teaching, collaborative instruction, project-based learning activities, and school community projects.

Prerequisites: Personal Financial Responsibility/Intro to Technology and Digital Applications & Responsibility

Family & Consumer Sciences

Anita Gorden, Chairperson

Office Telephone: 295-4800

Child Development #6231

Level: 9, 10, 11, 12 Length: 1 term Credit: 1 credit/term

Child Development focuses on skills needed to guide the physical, intellectual, emotional, and social development of children from birth through age two. Emphasis is given to human reproduction, pregnancy and prenatal development, birth and the newborn, stages of growth and development, rights and responsibilities of parents and children, needs of children, factors influencing the behavior of children, health and safety of children, coping with crises, child abuse, and careers related to working with children. This course is recommended for all future parents, and for those considering careers as nurses, doctors, teachers, and child care professionals.

No prerequisite

Advanced Child Development #6234

Level: 10, 11, 12 Length: 1 term Credit: 1 credit/term

Competencies developed in this course will be useful to anyone who lives with, associates with, or works (or plans to work) with children. Units of study include effects of heredity and environment on development, rights and responsibilities of parents and children, providing nurturance, guidance techniques for promoting positive behavior, prevention of child abuse and neglect, promoting health and safety of children, helping children cope with crises, selection of child-care services, and careers related to working with children. One fun learning experience in this class is planning and participating in a four week nursery school held at ECS with community pre-school children.

Recommended prerequisite: Child Development

Introduction to Fashion and Textiles IA #6051

Level: 9, 10, 11, 12 Length: 1 term Credit: 1 credit/term

A project-based approach integrates instruction and laboratory experiences including application of the elements and principles of design; selection, production, and maintenance of apparel and textile products. This introductory course addresses knowledge and skills related to design, basic machine sewing, hand sewing, repair and alteration. Hands-on experiences in clothing construction and fashion design assist students in developing life-long skills as informed textile and clothing consumers.

No prerequisite.

Introduction to Fashion and Textiles IB #6053

Level: 10, 11, 12 Length: 1 term Credit: 1 credit/term

Students will develop skills necessary for the production, alteration, and repair of fashion, textile, and apparel products. Advanced construction techniques will be used to create an article of clothing and to recycle textile products. Fibers and the weaving/knitting processes used in fabric construction as well as the performance finishes that are applied to fabrics will be explored. Students will also investigate the history of fashion and discover how clothing reflects the materials available, the technologies of the time period, and society's culture.

Prerequisite: Introduction to Fashion and Textiles IA

Introduction to Housing and Interior Design #6341

Level: 10, 11, 12 Length: 1 term Credit: 1 credit/term

Introduction to Housing and Interior Design is an essential course for students interested in interior design, housing, architecture or construction. A project based approach is utilized that integrates course content into functional and aesthetic design. Historical architecture and housing decisions will be explored including factors affecting housing choices

and the types of housing available. Evaluating and creating floor plans, reading construction documents, and learning to create safe, functional and aesthetic spaces are integral parts of this class.

No prerequisite.

***Nutrition and Wellness* #6081**

Level: 9, 10, 11, 12 Length: 1 term Credit: 1 credit/term

Foods and Nutrition I is a study of food and its role in good health. This class introduces students to the principles of nutrition and the basics of food sanitation, use of equipment, and food preparation. Major course topics include nutrition principles and applications; influences on nutrition and wellness; food preparation, safety, and sanitation; and careers in nutrition and wellness. A project-based approach that utilizes food lab preparation experiences make this a class that everyone that enjoys food will want to take.

No prerequisite.

***Advanced Nutrition and Wellness* #6088**

Level: 10, 11, 12 Length: 1 term Credit: 1 credit/term

Advanced Nutrition and Wellness is a course which provides an extensive study of nutrition. This course is recommended for all students wanting to improve their nutrition and learn how nutrition affects the body across the lifespan. This is a project based course that builds on the foundation established in Nutrition and Wellness. Laboratory experiences will be utilized to develop food handling and preparation skills

Prerequisite: Nutrition and Wellness

***Human Development and Wellness* #6241**

Level: 10, 11, 12 Length: 1 term Credit: 1 credit/term

Human Development and Wellness is valuable for all students as a life foundation and is especially relevant for students interested in careers impacted by individuals' development and wellness across the lifespan. Life events and contemporary issues addressed in this course include (but are not limited to) change, challenges facing today's families, communication, personal safety, stress, abuse, and relationships among lifestyle choices, health and wellness conditions, and diseases.

No prerequisite

***Interpersonal Relationships* #6161**

Level: 9, 10, 11, 12 Length: 1 term Credit: 1 credit/term

This course addresses the knowledge and skills needed for positive and productive relationships in career, community, and family settings. Students will develop competence in building and maintaining various types of relationships, build skills in conflict prevention and resolution, and gain an awareness of the impact of their personal needs and characteristics on relationships. Major course topics include communication skills; leadership, teamwork, and collaboration; conflict prevention, resolution, and management; building and maintaining relationships; and individual needs and characteristics and their impacts on relationships.

No Prerequisite

***Adult Roles and Responsibilities* #6251**

Level: 10, 11, 12 Length: 1 Term Credit: 1 credit/term

Adult Roles and Responsibilities builds knowledge, skills, attitudes, and behaviors that students will need as they prepare to take the next steps toward adulthood in today's society. Students will explore interpersonal standards, lifespan roles and responsibilities, individual and family resource management, and financial responsibility and resources. Additional topics include budgeting, savings, and credit and insurance.

No Prerequisite

Central Children's Center (A Teenage Parent Program)

Central Children's Center classes are for any student who is pregnant or has a child. The Center itself provides infant and toddler care (two weeks to two years of age) on a space available basis while the parent attends Central High School. Prenatal, parenting, and coping skills classes are required for students who have their children enrolled in the Center.

Required TAPP Classes are:

Child Development TAPP

(CCC) #6191

This class is for expectant mothers. Topics included are human reproduction, conception, prenatal care, prenatal development, labor, birth, and postnatal care.

Advanced Child Development TAPP

(CCC) #6391

This class is designed for students who are parents. Topics include the physical, intellectual, social, and emotional development of children from birth to age two, meeting baby's needs, discipline, health and safety, and nutrition.

Interpersonal Relationships TAPP

(CCC) (Coping Skills) #6195

Student parents will learn effective communication skills, ways to deal with stress and coping techniques for handling family and personal crisis. Students will research the community for available resources needed for living on their own. They will investigate ways to stretch their dollars to provide for their needs.

Early Childhood Education #6331

Level: 11, 12 Length: 1 Term Credit: 1credit/term

This class is for those students who wish to address more complex issues of child development using an internship type approach. Students will assist in Central Children's Center for one period a day. Making lesson plans, learning and following state childcare regulations as well as "hands on" care of the children are part of this class. This class can be taken more than once.

Requirement: An application or verbal approval by the Central Children's Center Director

Prerequisite: Child Development or Advanced Child Development

Health & Physical Education

Missie Dickerson, Chairperson

Department Telephone: 295-4708

Health Education #9041

A State Graduation Requirement and A Core 40 & AHD Course

Level: 9 Length: 1 term Credit: 1 credit/term

High school health education provides the basis for continued methods of developing knowledge, concepts, skills, behaviors, and attitudes related to student health and well-being. This course includes the major content areas in a planned, sequential, comprehensive health education curriculum as expressed in the Indiana Health Education Standards Guide: (1) Growth and Development in the Body Systems; (2) Mental and Emotional Health; (3) Community and Environmental Health; (4) Weight Management; (5) Family Life; (6) Consumer Health; (7) Personal Health; (8) Alcohol, Tobacco, and Other Drugs; (9) Health Promotion and Disease Prevention.

Students are provided with opportunities to explore the effect of health behaviors on an individual's quality of life. This course assists students in understanding that health is a lifetime commitment by analyzing individual risk factors and health decisions that promote health and prevent disease as it relates to real world and real life situations. Students are also encouraged to assume individual responsibility for becoming competent health consumers. A variety of instructional strategies, including technology, are used to further develop health literacy.

Physical Education I #9131

A State Graduation Requirement and Core 40 & AHD Course

Level: 9 Length: 1 term Credit: .5 credit/term

Physical Education I continues the emphasis on health-related fitness and developing the skills and habits necessary for a lifetime of activity. This program includes skill development and the application of rules and strategies of complex difficulty in at least three of the following different movement forms: (1) health-related fitness activities (cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition), (2) aerobic exercise, (3) team sports, (4) individual and dual sports, (5) outdoor pursuits, (6) dance-dance revolution and (7) recreational games. Ongoing assessment includes both written and Performance-based skill evaluations.

* Classes are coeducational unless the activity involves bodily contact or groupings are based on an objective standard of individual performance developed and applied without regard to gender.

* Adapted physical education must be offered, as needed, in the least restricted environment and must be based on individual assessment.

Physical Education II #9231

A State Graduation Requirement and A Core 40 & AHD Course

Level: 10 Length: 1 term Credit: .5 credit/term

Physical Education II emphasizes a personal commitment to lifetime activity and fitness for enjoyment, challenge, self-expression, and social interaction. This course provides students with opportunities to achieve and maintain a health-enhancing level of physical fitness and increase their knowledge of fitness concepts. It includes at least three different movement forms without repeating those offered in Physical Education I. Movement forms may include: (health-related fitness activities (cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition), (2) aerobic exercise, (3) team sports, (4) individual and dual sports, (5) outdoor pursuits, (6) dance-dance revolution and (7) recreational games. Ongoing assessment includes both written and performance-based skill evaluations. This course will also include a discussion of related careers.

* Classes are co-educational unless the activity involves bodily contact or groupings are based on an objective standard of individual performance developed and applied without regard to gender.

Prerequisite: Physical Education I

Adv. P. E. 1 --- Lifetime Fitness #9241 & 9242

Level: 10, 11, 12 **Length: 1 term** **Credit: 1 credit/term**

Ladies in this class will participate in the latest of physical fitness activities. The fitness awareness includes physical participation, setting personal fitness goals, understanding nutrition and preventive measures to avoid health/fitness problems as an adult. Students will develop a personal fitness profile, set personal goals and learn the importance of including exercise in their lifestyle. Fitness activities include aerobics, step aerobics, flexibility training, jogging, Pilates, taeko, toning, yoga, and speed walking.

Prerequisite: Credit PE1 or PE2

Adv. P. E. 2 --- Team Sports #9251 & 9252

Level: 10 - 12 **Length: 1 term** **Credit: 1 credit/term**

Advanced team sports will give students a higher concept in developing skills and strategies for a more competitive environment. Sports in which the classes will be able to choose from include; basketball, volleyball, football, softball, ultimate Frisbee, soccer, wallyball and hockey.

Prerequisite: Passed PE1 and PE2 with a B or higher

Adv. P. E. --- Individual and Dual Activities #

Level: 10 - 12 **Length: 1 term** **Credit: 1 credit/term**

Advanced individual and Dual Activities will give students a more in depth approach to gaining specific skills and strategies individually or with a partner. The activities involved include; Golf, tennis, racquetball, badminton and pickleball.

Prerequisite: Passed PE1 and PE2

Alternative P. E. #9261 & 9262

Level: 9 - 12 **Length: 1 term** **Credit: 1 credit/term**

Alternative PE is for those wanting the nontraditional, individualized activities. Students will gain an understanding of the following activities; hacky-sack, juggling, cup stacking, jump roping, free running, larping and ninja.

Prerequisite: Passed PE1

Advanced Aquatics #

Level: 10 - 12 **Length: 1 term** **Credit: 1 credit/term**

This advanced class is for those looking to gain additional knowledge in the water. It will focus on learn to swim environment with an emphasis on endurance and speed swimming, as well as learning diving skills. Students will learn to increase their oxygen intake. Water Sports or activities will also be included with an emphasis on specific skills, strategies and positions.

Prerequisite: Must have passed PE1 and PE2, or swim coach recommendation

Adv. P. E. 4 ---

Life Guard Certification #9271

Level: 10, 11, 12 **Length: 1 term** **Credit: 1 credit/term**

Life Guarding is an aquatics course designed to prepare the student to qualify for the American Red Cross Life Guard Certificate. The student will also be able to qualify for certifications in Automated External Defibrillation (AED), Disease

Transmission, CPR for the Professional Rescuer, Oxygen Administration, and First Aid.

Prerequisite: Must have recommendation from a PE teacher. Must be able to swim 300 yards using the freestyle and breaststroke technique. Must be 16 years of age by the end of the course.

Adv. P. E. 5 --- Co-ed

Weight Training #9273 & 9274

Level: 10, 11, 12 Length: 1 term Credit: 1 credit/term

This course involves a physically demanding program to achieve maximum performance in athletics and physical activities. This course emphasizes weight training and fitness activities designed to enhance speed, quickness, agility, jumping, flexibility, and coordination for student athletes. Specific lifts are taught that allow each athlete to enhance athletic performance. Students are given strength and fitness test periodically. Some classroom work related to the above topic will be required.

Prerequisite: Credit in Physical Education 1 with a letter grade of "B" or higher or written permission from the instructor.

Life Guard Internship #9265

Level: 11, 12 Length: 1 term Credit: 1 credit/term

This class is offered to those students that have received certification as an American Red Cross Lifeguard. This class is for one credit and those students that qualify to take this class will be guarding for the Physical Education classes. Students are paid by Elkhart Community Schools. When students are not guarding, they will act as student assistants for the Physical Education staff.

Prerequisite: 16 years old & Lifeguard Certification

LANGUAGE ARTS

Tracy Korn, Chairperson

Department Telephone: 295-2115

About us

Reading of the ill-fated love between Romeo and Juliet, using a multimedia presentation in a speech about Persian rugs, writing an analysis of *The Great Gatsby*, and locating errors in pronoun-antecedent agreement are all typical illustrations of the various endeavors students undertake in their required English classes. Many enjoy additional opportunities to recite poetry or prose, to participate in drama productions, to write for the news magazine and/or yearbook, as well as to compete in speech tournaments.

English 9

(Core 40 & AHD) #0161 & 0172

Level: 9 Length: 2 terms Credit: 1 credit/term

Ninth grade students who take English 9 will focus on the reading, writing and communication skills necessary to be successful in high school and beyond. While teacher expectations will be as high as in other ninth grade academic English classes, the pace of the English 9 class will be geared to help students gain and/or improve their academic skills at grade level in order to confidently transition to sophomore year English. Course content will be similar to that of English 9A.

English 9A

(Core 40 & AHD) #0163 & 0174

Level: 9 Length: 2 terms Credit: 1 credit/term

Through the integrated study of literature, composition, and oral communication, English 9 students further develop their use of language as a tool for learning and thinking and as a source of pleasure. Students practice identifying, analyzing, and composing with different elements, structures, and genres of written language.

The *Composition* component of language arts requires students to write for various audiences and purposes while strengthening skills in paragraph and multi-paragraph writing. These include (1) having a hierarchy of ideas such as, thesis, supporting points, and specific examples; (2) the understanding of the paragraph as a formal structure, with a topic sentence; and (3) the understanding that composition (regardless of type) is an organized message from an author to a specific, identified audience.

Oral Communication (speech) emphasizes effective listening and speaking techniques and provides opportunities for students to integrate other reading and language arts skills as they learn to express ideas verbally. Oral communication should incorporate correct grammar, usage, vocabulary, reading, and composition skills. Students will be expected to make presentations and be active participants and attentive listeners.

English 9 Honors

(Core 40 & AHD) #0177 & 0188

Level: 9 Length: 2 terms Credit: 1 credit/term

The course, *Balancing Freedom and Responsibility*, is available to academically ambitious students who are interested in investigating the balance between freedom of choice and responsibility for one's actions. Given an in-depth exploration of selected literature, students will develop expository and creative expression as well as demonstrate formal use of the English language. Students will present original verbal and nonverbal forms of communication. Application and teacher recommendation is required. **This course is recommended for students who like to read, write, and do research.**

English 10

(Core 40 & AHD) #0271 & 0282

Level: 10 Length: 2 terms Credit: 1 credit/term

Tenth grade students who take English 10 will focus on the reading, writing and communication skills necessary to be successful in high school and beyond. While teacher expectations will be as high as in other tenth grade academic English classes, the pace of the English 10 class will be geared to help students gain and/or improve their academic skills at grade level in order to confidently transition to junior year English. Course content will be similar to that of English 10A.

English 10A

(Core 40 & AHD) #0257 & 0268

Level: 10 Length: 2 terms Credit: 1 credit/term

Language arts instruction, as with math and other disciplines, is cumulative. Thus, English 10 reinforces and continues to make full use of many of the activities and skills of English 9. Beyond these, English 10 adds the following emphasis: (1) consideration of a given canon of literature, usually World Literature; and (2) increased focus on the self-conscious choice of comprehension and writing strategies.

The *Composition* component of language arts provides students with opportunities to write for various audiences and purposes. Students identify and employ various elements of good writing in well organized descriptive, expository, and narrative writing. These elements include: (1) stating and supporting a point of view or opinion, (2) using transitions effectively to relate individual points and paragraphs to each other and to the main idea, (3) creating expository essays of persuasion and literary analysis, and (4) completing technical writing assignments.

Oral Communication (speech) provides students with opportunities to develop greater facility with choosing and employing different elements of effective oral communicating responsibly, critically, and confidently on specialized topics when speaking in public; (3) creating and using technological devices in oral presentations; (4) using transitional devices effectively and using the proper style of delivery; (5) using proper social etiquette; and (6) demonstrating the various types of speeches and developing an effective personal delivery style.

English 10 Honors

(Core 40 & AHD) #0277 & 0288

Level: 10 Length: 2 terms Credit: 1 credit/term

The course, *Moving Toward World Citizenship*, is available to academically ambitious students who are interested in examining his/her place and position as a citizen of the world. Students will analyze and critique selected literature by international writers from various time periods and the aesthetic contributions of many artists. Students improve their verbal and nonverbal communication skills using increasingly more productive, complex, abstract and higher level thinking skills. They address personal giftedness in relation to issues about universal/world citizenship including self selected topics. Students present original verbal and nonverbal forms of communication. Application and teacher recommendation is required. **This course is recommended for students who like to read, write, and do research.**

Speech *

(Core 40 & AHD Course) #0263

Level: 10 Length: 1 term Credit: 1 credit/term

Speech provides the study of and practice in the basic principles and techniques of effective oral communication. This course includes instruction in adapting speech to different audiences and purposes. Students have opportunities to make different types of oral presentations including: (1) viewpoint, (2) instructional, (3) demonstration, (4) informative, (5) persuasive, and (6) impromptu. Students are given opportunities to express subject matter knowledge and content through creative, analytical, and expository writing, as well as reading a variety of literary genres related to course content and speaking assignments. This course emphasizes research using technology and careful organization and preparation. Students also practice and develop critical listening skills.

*Required at the sophomore level

English 11

(Core 40 Course) #0361 & 0372

Level: 11 Length: 2 terms Credit: 1 credit/term

This course is designed for those students who will continue their education beyond high school, and as such, emphasis will be placed on the oral, written, and general communication skills necessary to succeed in senior year English and beyond. In response to their reading, students will practice and refine their written skills in the arenas of persuasion, exposition, narrative, comparison and contrast, and academic research. Students will also broaden their knowledge base of the American tradition through stories ranging chronologically from Pre-Colonial Native American oral traditions to the Post-Modernist era. Academic vocabulary and grammar will also be infused into the curriculum to both extend the skill base of English 10 and to adequately prepare students for the expectations of their senior year English classes. A required research paper will serve as an exit project for the course.

English 11 A

(Core 40 & AHD) #0381 & 0392

Level: 11 Length: 2 terms Credit: 1 credit/term

Through the integrated study of literature, composition, and oral communication, English 11A students further develop their use of language as a tool for learning and thinking and as a source of enjoyment. In this course, students move from predominantly analyzing and using the elements of written language to making judgments based on those analyses. English 11A also incorporates a chronological study of American literature.

In addition to the requirements of English 11, the *Composition* component of English 11A provides students with opportunities to produce essays that synthesize and analyze information by utilizing a variety of sources, completing complex forms, describing procedures, giving directions, and using graphic forms to support a thesis. Two oral presentations may be required each semester, as well as a required research paper.

Oral Communication (speech) continues to emphasize effective listening and speaking techniques. This includes providing opportunities for students to integrate other reading and language arts skills as they incorporate correct grammar, usage, vocabulary, reading, and composition while learning to express ideas verbally

Prerequisites: English 9, English 10, or equivalent courses (English 11 could be incorporated into the AP course).

AP Language and Composition

(Core 40 & AHD) #0477 & #0488

Level: 11 Length: 1 term Credit: 1 credit/term

AP English Language and Composition is open to any academically ambitious student who is willing to accept the challenge of learning and utilizing specific skill-based techniques in order to read, analyze, and write for specific purposes. Students will evaluate the effective strategies of rhetoric, argument, and synthesis in nonfiction essays, political cartoons, and relative non-fiction pieces both to validate the efficacy of the claims therein, and as a model for their own writing. Students will also learn how to decipher and explain the interactions among a writer's purpose, audience expectations and subjects, as well as the ways in which conventions and the resources of language contribute to the cogency of writing.

Students will also learn to adapt the writing process and apply various organizational strategies to match the purpose of the individual assignment. Topics for writing will be developed from reading about and discussing primarily nonfiction work in depth and across different disciplinary fields. Students will discuss and write about these issues, as well as examine the different analytical frameworks and assumptions that various authors -- as well as we, ourselves -- bring to such conversations. Writing assignments will be frequent, including weekly in-class responses and periodic research papers. This course follows the College Board Entrance Examination guidelines for advanced placement English; students prepare for and can write the AP Exam.

Prerequisites: English 9 Honors, English 10 Honors

English 12

(Core 40 Course) #0731 & 0742

Level: 12 Length: 2 terms Credit: 1 credit/term

This course offers a broad perspective of both British and World literature. Whereas the British Literature course contains specific analysis of various British authors and their works, this course will more generally focus on various periods of English and World literature. This course will also offer more contemporary connections to the themes of British and World literature through supplement novels, short stories, and poetry.

Students will have the opportunity to respond to and reflect on the literature through a variety of writing activities, scenarios, and assignments throughout the course. In addition, this course addresses the research component through a senior research project.

Advanced Composition

(Core 40 & AHD) #0451

Level: 12 Length: 1 term Credit: 1 credit/term

Advanced composition further develops and refines writing skills introduced in other English courses. This course provides frequent opportunities for students to write for different audiences and purposes, using a process that includes: (1) prewriting, (2) drafting, (3) peer sharing, (4) revising, and (5) editing. Techniques of persuasive writing and formal argument are studied, and increased emphasis is placed on language and style. This type of course encourages students to: (1) take risks as writers, (2) choose some of their own topics for writing, and (3) publish their writing in the most appropriate formats available. Students will do presentations critiquing their own writing. Students will also read and evaluate literary samples of good writing to enhance their own writing. It is recommended that word processors be used to support writing instruction in this course.

English Literature

(Core 40 & AHD) #0461

Level: 12 Length: 1 term Credit: 1 credit/term

English Literature provides a survey of representative literature produced by English speaking authors, including those in the British Isles as well as those in the former British colonies. This course includes the study of major British authors from the Anglo-Saxon period to the present, literary movements, and intellectual trends. These authors and their works include many of the following: (1) Beowulf, (2) Chaucer, (3) Shakespeare, (4) Donne, (5) Milton, (6) Pope, (7) Swift, (8) Austen, (9) Wordsworth, (10) Keats, (11) Mary and Percy Shelley, (12) Tennyson, (13) the Bronte sisters, (14) Joyce, (15) Yeats, and (16) Woolf. It also provides an examination of the contributions of British authors to specific literary genres, such as poetry, drama, the essay, and the novel. Writing and classroom discussion activities include opportunities for students to respond to the literature both analytically and reflectively.

AP Literature and Composition

(Core 40 & AHD) #0377 & 0388

Level: 12 Length: 2 terms Credit: 1 credit/term

This AP English Literature and Composition course promotes an in-depth study of the following literary genres: fiction novel, fiction short stories, poetry, drama, and expository prose. The selections chosen focus on a broad range of primarily American and British literature from the 16th Century to present. Both individual and Socratic approaches will be implemented to gain a closer appreciation of the works that will lead to insightful critical analyses in writing. In this process, students will explore the techniques authors incorporate into their works to create their desired effects. Among such techniques are structure, style, and theme. Elements of these techniques affecting these include—but are not limited to—point of view, diction, characterization, figurative language, imagery, symbolism, tone, and irony. In addition to the reading and writing components of the course, students will also prepare for the AP Exam by identifying and understanding the key terminology typically encountered on the exam, analyzing the most effective test-taking strategies that can be utilized, and simulating both the multiple choice and timed-response writing sections of the AP exam.

Prerequisites: English 9 Honors, English 10 Honors, AP Language and Composition

English Electives

Advanced Speech

(Core 40 and AHD) #0521

Level: 10, 11, 12 Length: 1 term Credit: 1 credit/term

This course is for students going into vocations requiring a speaking background. All aspects of public speaking will be studied, as well as debate and oral interpretation. Students involved in competitive speech activities will benefit especially in this survey course of speaking events.

Creative Writing

(Core 40 and AHD) #0770

Level: 11, 12 * Length: 1 term Credit: 1 credit/term

Creative writing provides students with ample opportunities to combine literary creativity with the discipline of written discourse. The concept of the manipulation of language to convey ideas, feelings, moods, and visual images is the basis of the course. Students become familiar with standard literary elements through the reading and study of published prose and poetry and are taught to use those elements in their own writing and the writing of others in a peer sharing component. In this peer sharing component, students receive specific training in providing constructive, substantive feedback, while role playing as likely readers of each creative work. Representative models of literary excellence may also be studied.

Theatre Arts

(Core 40 & AHD) #0513

Level: 9, 10, 11, 12 Length: 1 term Credit: 1 credit/term

Instruction in this course enables students to: (1) improvise and write plays or scenes; (2) imaginatively express thoughts, feelings, moods, and characters; and (3) apply techniques involving voice, gesture, facial expression, and body movement to reproduce the subtleties of language and voice inflection in conveying emotion and meaning. Students are introduced to warm-up activities for body and voice, including mime activities. Students develop skills enabling them to speak clearly and expressively with: (1) appropriate articulation, (2) pronunciation, (3) volume, (4) stress, (5) rate, (6) pitch, (7) inflection, and (8) intonation. Using knowledge gained through the study of technical theatre and scripts, students focus on solving the problems faced by actors, directors, and technicians. They also refine their abilities to collaborate on performances, and they learn to constructively evaluate their own and others' efforts.

Study also includes activities from a variety of historical and cultural contexts. Students develop critical thinking skills through studying examples of theatre criticism followed by analyzing and evaluating live performances. Career opportunities in the theatre arts are also explored.

Technical Theatre

(Core 40 & AHD) #0511

Level: 9, 10, 11, 12 Length: 1 term Credit: 1 credit/term

Technical Theatre instruction combines the theories of design and stagecraft with the construction and operation of the various elements of technical theatre. Students are provided with opportunities to: (1) develop stagecraft skills; (2) learn various techniques in scenery, lighting, sound, properties, costumes, and makeup; (3) practice theatre safety; and (4) learn effective stage management, business plans, and promotional techniques. Students are made aware of career opportunities in technical theatre. They also continue to analyze and evaluate scripts and live theatre performances so that they learn to determine appropriate technical requirements for a variety of theatrical works.

Prerequisite: Beginning Theatre

Theatre Production

(Core & AHD) #0518

Level: 9, 10, 11, 12 Length: 1 term Credit: 1 credit/term

Instruction in Theatre Production is a co-curricular laboratory for the exploration, development, and synthesis of all of the elements of theatre. Practical hands-on experiences in acting, directing, and stage craft are provided through the preparation and public performances of one or more plays. The production of a play supplements the Theatre Arts and Technical Theatre courses which concentrate on theories, information, and techniques, by providing for the integration and implementation of those ideas and skills. Although the course may meet during a regularly scheduled class period, the scope of activities may require additional time. Consequently, the course may meet for a lengthened class period or outside of the school-day hours. This course does not necessarily have to meet every day for an entire semester, as long as the total instruction time is at least equivalent to a regular semester course. Specific time requirements greater than 250 minutes per week should be presented to students prior to enrollment.

Prerequisite: Either Theatre Arts or Technical Theatre

Advanced Theatre Arts

(Core 40 & AHD) #0516

Level: 10, 11, 12 Length: 1 term Credit: 1 credit/term

Instruction in this course builds upon the skills developed in the Theatre Arts course.

Activities enable students to:

- * improvise dialogue which produces characterizations in a variety of settings and forms;
- * identify the physical, social, and psychological dimensions and qualities of characters in texts of plays;
- * create consistent characters from a variety of theatrical works, either in class or in informal productions, demonstrating effective management of emotions as an individual and as a character;
- * construct personal meanings from a variety of performances, including the self-evaluation of personal work, which leads to further development of various skills and abilities;
- * write scripts for theatre, film, or television, in both traditional and new forms;
- * demonstrate analytical skills by explaining roles, comparing various forms of artistic expression and interpretation, and discussing their relationship to cultural values and historical contexts;
- * understand the interrelationships among the functions of playwrights, directors, actors, designers, producers, and technicians;
- * refine interpersonal and collaborative skills by identifying and resolving conflicts effectively; and
- * explore the historical tradition and the repertoire of the theatre.

Students will expand upon their ability to make artistic decisions and evaluations by discussing and critiquing live performances. Examination of career opportunities includes instruction in the auditioning and interviewing processes.

Journalism #0541

Level: *9, 10, 11, 12 Length: 1 term Credit: 1 credit/term

Students with strong writing skills will learn techniques of journalistic writing, reporting, advertising, sales and desktop publishing. The department's MacLab will be utilized. The course is especially useful for those who wish to work on the yearbook or the newsmagazine.

Prerequisite: English 9A with grade of "B" or better. Some Keyboarding experience. Class size limit - 16

***Prerequisite 9th Grade:** Participation in 8th English Pep plus 1st term 9th English with a grade of "B" or better.

Student Production: Yearbook #0545 & #0546

Level: 10, 11, 12 Length: 2 terms Credit: 1 credit/term

Students will learn the fundamentals of writing, design and layout through producing the school's yearbook. Every aspect of production from initial concept through final sales and delivery is stressed. Due to the importance of meeting yearbook deadlines on time, extra work, in addition to the regular class hour, will be required. Students with a strong background in writing, photography, or graphic design are encouraged to enroll in the course. May be repeated with consent of the instructor. Seniors are not eligible to be first-time yearbook participants due to training requirements.

Prerequisite: Journalism with a "C" or better, or Photography and Design 1` and 2 with a "B" or better, or Photography and Design 1 and 2 with a "B" or better. Must apply to the instructor first. Class limit: 16

Student Production: Magazine #0543

Level: 10, 11, 12 Length: 2 terms Credit: 1 credit/term

Members of the class will publish the *Blazer Pennant's* online newsmagazine in the school's publications lab, using such programs as InDesign, PhotoShop, and Word. Outside class work will be required by all staff members to meet publication deadlines. Students with strong writing skills, advertising skills, and/or photography skills are encouraged to apply. However, students will be required to work in all phases of news production, including advertising sales. (This course may be repeated with the permission of the instructor.)

Prerequisite:

Preferably, students will have first taken the Journalism course and earned an A or B in that course. However, all students interested may apply through their counselor. All applications will be reviewed, and the most qualified candidates for the limited number of spots and specific openings for the coming year will be accepted. Class limit - 16.

Library Media: Digital Media I, II, III, IV, V* and VI*

(Individual Study) #0651

Level: 10, 11, 12 Length: 1 term Credit: 1 credit/term

Digital Media I: For the academically inclined student who wishes to increase his/her knowledge of digital media. Emphasis is on the usage of multimedia, video and the computer for making presentations...great tool for college! Selected computer applications will be studied and included as part of multimedia presentations, professional web/multimedia applications like Go Live and the Final Cut Pro video-editing suite will be available as an option. Also, we will also explore the uses of personal electronic devices such as iPhone, iPod, etc. as part of your class projects and productions. Community business members will jury final project. Students will also help produce the schools' television show. Keyboarding skills are helpful. Available only as individual study and with permission of the instructor.

Digital Media II: For the academically inclined student with an interest in digital communications, marketing, sales and general presentations. Students will study digital communications for business, industry and professional web/multimedia applications like Go Live and the Final Cut Pro video-editing suite. Community business members will jury final project. We will also explore the uses of personal electronic devices such as iPhone, iPod, etc. as part of your class projects and productions. All students are required to work on projects outside of class. Students will also help produce the schools' morning television show. Some skills learned are: production techniques, directing, writing scripts, electronic editing, storyboarding, planning, organization and operation of equipment. Keyboarding skills are helpful. Available only as individual study and with permission of the instructor.

Prerequisite: Digital Media I

Digital Media III & IV: For the academically inclined student who is wishing to increase production skills needed in digital communications, web design and multimedia. They will continue to utilize professional web/multimedia applications like Go Live and the Final Cut Pro video-editing suite. We will also help produce the schools' television show. We will also explore the uses of personal electronic devices such as iPhone, iPod, etc. as part of your class projects and productions. All students are required to work on projects outside of class. Emphasis is placed on communication utilizing the web, electronic news gathering and electronic field production, along with editing. **Keyboarding skills are helpful. Available only as individual study and with permission of the instructor. Prerequisite: DigitalMedia II**

***Digital Media V & VI** : available by special arrangement.

Mathematics

Jena Nelson, Chairperson

Department Telephone: 295-4740

*Any student receiving a grade of "D" or "F" should not move to the next level of math.

Algebra Enrichment: a & b

Level: 9, 10, 11, 12 Length: 2 terms Credit: 1 credit/term

Algebra Enrichment is a mathematics support course for Algebra I. The course provides students with additional time to build the foundations necessary for high school math courses, while concurrently having access to rigorous, grade-level appropriate courses.

****Algebra I: a & b***

(Core 40 & AHD) #3411 & 3422

Level: 9, 10, 11, 12 Length: 2 terms Credit: 1 credit/term

Algebra I provides a formal development of the algebraic skills and concepts necessary for students who will take other college-preparatory courses. In particular, the instructional program in this course provides for the use of algebraic skills in a wide range of problem-solving situations. The concept of function is emphasized throughout the course. Topics include:

(1) properties of real numbers, (2) solution sets, (3) lines and their equations (4) basic operations with polynomials, (5) solving quadratic equations (6) use of exponents, and (7) solving two-variable systems of equations.

Math 10: a & b

#3421 & 3432

Level: 10, 11, 12 Length: 2 terms Credit: 1 credit/term

Math 10 is a two-semester course designed to reinforce and elevate the Algebra 1 and 7th and 8th grade geometry knowledge and skills necessary for students to successfully complete high school mathematics courses beyond Algebra 1 and essentials for passing the state's graduation qualifying exam in mathematics. Enrollment will be contingent upon recommendation of the Algebra I or Integrated Math I teacher based on diagnostic results of performance in Algebra I and/or mathematics competency assessments. The standards for this course are aligned to the state standards that students need to master for success with the state's graduation qualifying exam in mathematics and the next level math courses. Emphasis is on a variety of instructional methods designed to meet each student's needs and delivered through competency-based units with frequent pre and post assessment data analyzed to drive instructional design and delivery. Counts as a Mathematics Course for the General Diploma only or as an Elective for other diplomas.

Prerequisites: Students who have attempted a complete year of Algebra 1

****Geometry I: a & b***

(Core 40 & AHD) #3431 & 3442

Level: 9, 10, 11, 12 Length: 2 terms Credit: 1 credit/term

Geometry provides students with experiences that deepen the understanding of shapes and their properties. Deductive and inductive reasoning as well as investigative strategies in drawing conclusions are stressed. Properties and relationships of geometric figures include the study of (1) angles, (2) lines, (3) planes, (4) congruent and similar triangles, (5) trigonometric ratios, (6) polygons, and (7) circles and spatial drawings. An understanding of proof and logic is developed.

Prerequisite: Algebra I

***Geometry I Honors: a & b**

(Core 40 & AHD) #3433 & 3444

Level: 9, 10 Length: 2 terms Credit: 1 credit/term

Honors Geometry I will include all the topics of the Geometry I course. Emphasis will be placed on development of reasoning skills, visual thinking skills, problem-solving and communication of mathematical ideas, both written and oral. Students will frequently be asked to work cooperatively with others to investigate geometric topics. Students must apply through a selection process.

Prerequisite: Algebra I or Honors Integrated Math I

***Algebra II: a & b**

(Core 40 & AHD) #3451 & 3462

Level: 9,10, 11, 12 Length: 2 terms Credit: 1 credit/term

Course enlarges the pupil's knowledge of algebra including logarithms, radicals, exponents, and graphs of conics. May be taken concurrently with Geometry I provided strong academic achievement exists.

Prerequisite: Geometry I

***Algebra II Honors: a&b**

(Core 40 & AHD) #3453 & 3464

Level 10, 11, 12 Length: 2 terms Credit: 1 credit/term

Honors Algebra II includes the concepts of the Algebra II course with high levels of proficiency expected. Emphasis is placed on problem solving and on communication of mathematical ideas. This communication is both written and verbal. In addition, attention is given to the various number systems, their properties, and interrelationships.

Prerequisite: Geometry I Honors or Honors Integrated Math II

***Quantitative Reasoning: a&b**

(Core 40 & AHD) #3835 & 3836

Level 11, 12 Length: 2 terms Credit: 1 credit/term

Quantitative Reasoning is a mathematics course focused on the study of numeracy, ratio and proportional reasoning, modeling, probabilistic reasoning to assess risk, and statistics. Students build knowledge of and confidence with basic mathematical/analytical concepts and operations required for problem solving, decision making, and economic productivity in real world applications and prepare for an increasingly information-based society in which the ability to use and critically evaluate information, especially numerical information, is essential. Technology, such as computers and graphing calculators, should be used frequently. This higher-level mathematics course is designed to align with college-level quantitative reasoning courses for dual secondary/college credit. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Prerequisite: Algebra II

***CCR Bridge: Math Ready: a&b**

(Core 40 & AHD) #3465 & 3466

Level: 12 Length: 2 terms Credit: 1 credit/term

The CCR Bridge: Math Ready course will include and reinforce the Algebra 1, Geometry, Algebra 2 and Statistics skills necessary to be ready for an entry-level college math course. This course emphasizes understanding of math concepts rather than just memorizing procedures. CCR Bridge students learn the context behind the procedure: why to use a certain formula or method to solve a problem, for example. This equips them with higher-order thinking skills in order to apply math skills, functions and concepts in different situations. The course is intended for students who currently have achieved the minimum math requirements for college entry. The content of this course is designed to enhance students' math skills so that they are ready for college-level math assignments. It is not designed to prepare students for college-level math in STEM majors.

Prerequisites: Students who have completed Algebra 2 & score below proficient on a standardized test or previous coursework

Statistics: AP a & b

(Core 40 & AHD) #HS3831 & HS3842

Level: 11, 12 Length: 2 terms Credit: 1 credit/term

This course is intended for college-bound students who may not need calculus. It is a stand-alone course and deals with the fundamentals of probability and statistics and their applications to real-life situations. Topics include central tendency, variation, sampling, and regression. There is use of graphing calculators, with the TI-83+ or TI-84 being the calculators of choice.

Prerequisite: Algebra II

****Finite Math: a & b***

***(Core 40 & AHD) #DC3831 & DC3842**

Level: 10, 11, 12 Length: 2 terms Credit: 1 credit/term

It is a course designed for students who will undertake higher-level mathematics in college that may not include calculus. Finite Math is made up of five strands: Sets, Matrices, Networks, Optimization, and Probability. The skills listed in these strands indicate what students should know and be able to do in Finite Math. The eight Process Standards for Mathematics apply throughout the course. Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

Prerequisite: Algebra II

****Pre-Calculus: a & b***

(Core 40 & AHD) #3471 & 3482

Level: 10, 11, 12 Length: 2 terms Credit: 1 credit/term

Functions are developed algebraically and graphically. Real life problems are investigated through the use of a graphing calculator. Pre-calculus function topics include trigonometry relationships, such as Law of Sines, Law of Cosines and identities along with equations, inequalities, polynomials, rational, logarithmic, exponential, and trigonometric. An introductory study of limits is also included.

Prerequisite: Algebra II

****Pre-Calculus Honors: a & b***

(Core 40 & AHD) #3473 & 3484

Level: 10, 11 Length: 2 terms Credit: 1 credit/term

Students will be offered the opportunity to extend their mathematical knowledge beyond the regular Pre-Calculus course. The student investigates families of functions. The student discovers and applies trigonometric identities and equations. The course also includes an introduction to such topics as limits, derivatives and integrals through its exploration of rate and accumulation relationships. Problem Solving, Communication, Reasoning and Application of Mathematical Concepts are emphasized throughout the course. There is use of graphing calculators, with the TI-83+ or TI-84 being the calculators of choice. Students must apply through a selection process.

Prerequisite: Algebra II Honors

****Calculus (AP)***

(Core 40 & AHD) #3581

Level: 12 Length: 2 terms Credit: 1 credit/term

Calculus is a course that provides students with the content that has been established by the College Board. Generally, topics include limits, continuity, derivative, definite integrals, and techniques of integration. The course also includes applications of the derivative, the integral, and theory of calculus. The use of graphing technology is required with TI-83+ or TI-84 being the calculator of choice. This course is intended for students who want to take the Calculus AB AP examination.

Prerequisite: Pre-Calculus

***Calculus (AP) Honors**

(Core 40 & AHD) #3583

Level: 11, 12 Length: 2 terms Credit: 1 credit/term

This course will offer a continuation of the Honors Pre-Calculus course. The content will essentially be the same as of Calculus (AP) I. Additional work will be done with polar coordinates, vectors and parametric equations. Emphasis will be placed on series and sequences, and tests for convergence. A more in-depth look will also be given to some of the theory involved in previous work. There is use of graphing calculators, with the TI-83+ or TI-84 being the calculators of choice.

Students must apply through a selection process. This course is intended for students who want to take the Calculus BC AP examination.

Prerequisite: Pre-Calculus Honors

Computer Mathematics B1 (Visual Basic I): a & b

#3641 & 3652

Level: 9, 10, 11, 12 Length: 2 terms Credit: 1 credit/term

This two-semester course is offered to students every year. The language used is Visual BASIC. This is a Windows based, graphical BASIC. It is a somewhat unstructured language for beginners. The course goals include writing user-friendly programs that are technically correct, visually impressive, and easily operated by others. Programming techniques include sequential blocking, conditionals, looping, array and record structures, searching, sorting and disk text files. Students are encouraged to take this course first, before attempting Java.

Prerequisite: Algebra I

Computer Mathematics B2 (Visual Basic II): a & b

#3643 & 3654

Level: 9, 10, 11, 12 Length: 2 terms Credit: 1 credit/term

This two-semester course is offered to students every year. The language used is Visual BASIC. This is a Windows based, graphical BASIC. It is a somewhat unstructured language for beginners. The course is a continuation of Visual BASIC I and includes writing advanced user-friendly programs that are technically correct, visually impressive, and easily operated by others. Programming techniques include sequential blocking, conditionals, looping, array and record structures, searching, sorting, multimedia and disk text files. This course is more of an independent study class with limited teacher help as it is offered during the Visual Basic I course.

Prerequisite: Algebra I, Visual BASIC I

AP Computer Science a & b

(Core 40 & AHD) #3671 & 3682

Level: 11, 12 Length: 2 terms Credit: 1 credit/term

AP Computer Science is an introductory course in computer science that provides students with the content established by the College Board. The course focuses on using JAVA to design and implement computer programs to solve problems. This includes using and implementing commonly used algorithms and data structures, coding fluently in an object-oriented paradigm and the ability to read and understand a large program consisting of several classes and interacting objects.

Prerequisite: Earned a proficient score in Algebra 2 or its equivalent

Multivariate Calculus

(Core 40 & AHD) #3931

Level: 11, 12 Length: Fall Term only Credit: 1

Solid analytic geometry, partial differentiation, multiple integrals. This course covers differential, integral and vector calculus for functions of more than one variable. These mathematical tools and methods are used extensively in the physical sciences, engineering, economics and computer graphics.

Prerequisite: AP Calculus Honors

Linear Algebra**(Core 40 & AHD) #3942****Level: 11, 12 Length: Spring Term only Credit: 1**

An introduction to linear algebra. Systems of linear equations, matrix algebra, vector spaces, determinants, eigenvalues, eigenvectors, diagonalization of matrices, applications. This is a basic subject on matrix theory and linear algebra.

Emphasis is given to topics that will be useful in other disciplines, including systems of equations, vector spaces, determinants, eigenvalues, similarity, and positive definite matrices.

Prerequisite: Multivariate Calculus

Music

William Niederer, Chairperson
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Complete State Course Descriptions are available from the Counseling Office.

Intermediate Concert Band

(Core 40 & AHD) #8831 & 8841

Level: 9, 10, 11, 12 Length: 2 terms Credit: 1 credit/term

Students taking this course are provided with a balanced comprehensive study of music through the concert band, which develops skills in the psychomotor, cognitive, and affective domains.

Students also have opportunities to experience live performances by professionals during and outside of the school day. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

In addition, students perform, with expression and technical accuracy, a large and varied repertoire of concert band literature that is developmentally appropriate. Evaluation of music and music performances is included.

Prerequisite: 9th graders must have successfully completed 8th grade band.

Advanced Concert Band

(Core 40 & AHD) #8851

Level: 9, 10, 11, 12 Length: 2 terms Credit: 1 credit/term

Advanced Concert Band provides students with a balanced comprehensive study of music through the concert band, which develops skills in the psychomotor, cognitive, and affective domains.

Students also have the opportunity to experience live performances by professionals during and outside of the school day. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

Band repertoire must be of the highest caliber. Evaluation of music and music performances is included.

Prerequisite: Instructor approval (audition), and 9th graders must have successfully completed 8th grade band.

Jazz Ensemble

(Core 40 & AHD) #8871

Level: 9, 10, 11, 12 Length: 1 term (spring) Credit: 1 credit/term

Students taking this course develop musicianship and specific performance skills through group and individual settings for the study and performance of the varied styles of instrumental jazz. The instruction includes the study of the history, formative, and stylistic elements of jazz. Students develop their creative skills through (1) improvisation, (2) composition, (3) arranging, (4) performing, (5) listening, and (6) analyzing.

A limited amount of time outside of the school day may be scheduled for dress rehearsals and performances. In addition, a limited number of public performances may serve as a culmination of daily rehearsal and music goals. Students must participate in performance opportunities outside of the school day that support and extend the learning in the classroom.

Prerequisite: Instructor approval

Intermediate Orchestra

(Core 40 & AHD) #8811

Level: 9, 10, 11, 12 Length: 2 terms Credit: 1 credit/term

Students taking this course are provided with a balanced comprehensive study of music through the string orchestra, which develops skills in the psychomotor, cognitive, and affective domains. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Ensemble and solo activities are designed to develop elements of musicianship including, but not limited to: (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills, (5) listening skills, (6) analyzing music, and (7) studying historically significant styles of literature.

Experiences include, but are not limited to, improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students must participate in performance opportunities outside of the school day that support and extend learning in the classroom.

Prerequisite: Successful completion of 8th grade orchestra.

Advanced Orchestra

(Core 40 & AHD) #8911

Level: 10, 11, 12 Length: 2 terms Credit: 1 credit/term

Students taking this course are provided with a balanced comprehensive study of music through the orchestra, string and/or full orchestra, which is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Ensemble and solo activities are designed to develop elements of musicianship including, but not limited to: (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills, (5) listening skills, (6) analyzing music, and (7) studying historically significant styles of literature.

Orchestral repertoire must be of the highest caliber, and mastery of advanced orchestral technique must be evident.

Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students must participate in performance opportunities outside of the school day that support and extend learning in the classroom.

Prerequisite: Successful completion of Intermediate Orchestra and instructor approval.

String Instrumental Ensemble

(Core 40 & AHD) #8914

Level: 9, 10, 11, 12 Length: 1 term (spring) Credit: 1 credit/term

Students taking this course are provided with a balanced comprehensive study of chamber ensemble and solo literature, which develops skills in the psychomotor, cognitive and affective domains. Students develop and refine elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature as pertaining to chamber ensemble and solo literature, and integration of other applicable disciplines. Experiences include improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer's intent in performance of music.

Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom. Various jazz styles will be explored and performed by this ensemble.

Prerequisite: 8th Grade, Intermediate, or Advanced Orchestra. Students must be concurrently enrolled in either Intermediate or Advanced Orchestra for both semesters in order to take this course. Students playing a non-string instrument needed for this course must be concurrently enrolled in a band or choir course for both semesters.

Beginning Chorus

(Core 40 & AHD)

Freshman Treble - #8711

Level: 9

Bass Clef Choir - #8731

Level: 9, 10, 11, 12 Length: 2 terms Credit: 1 credit/term

Students taking Beginning Chorus develop musicianship and specific performance skills through ensemble and solo singing. Activities in this class create the development of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. A limited amount of time, outside of the school day, may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and music goals. Students must participate in performance opportunities outside of the school day that support and extend learning in the classroom.

Intermediate Chorus

(Core 40 & AHD)

Blazer Chorale - #8741

Level: 10, 11, 12 Length: 2 terms Credit: 1 credit/term

Intermediate Chorus provides students with opportunities to develop musicianship and specific performance skills through ensemble and solo singing. Activities create the development of quality repertoire in the diverse styles of choral literature that is appropriate in difficulty and range for the students. Chorus classes provide instruction in creating, performing, conducting, listening to, and analyzing, in addition to focusing on the specific subject matter. A limited amount of time, outside of the school day, may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and music goals. Students must participate in performance opportunities outside of the school day that support and extend learning in the classroom.

Choral repertoire should be developmentally appropriate. Additional emphasis is placed on sight-reading, critical listening skills, and vocal technique.

Prerequisite: Successful completion of Beginning Choir and instructor approval and/or audition. In some situations, the Beginning Choir requirement may be waived.

Advanced Chorus

Concert Choir - #8751

(Core 40 & AHD)

Level: 10, 11, 12 Length: 2 terms Credit: 1 credit/term

Students taking Advanced Chorus develop musicianship and specific performance skills through ensemble and solo singing. Activities create the development of a quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. A limited amount of time, outside of the school day, may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and music goals. Students must participate in performance opportunities outside of the school day that support and extend learning in the classroom.

The choral repertoire must be of the highest caliber. Mastery of basic choral technique must be evident. Areas of refinement include a cappella singing, sight-reading, and critical listening skills.

Prerequisite: Audition and instructor approval. This is a year-long commitment (no mid-year graduates).

Choral Chamber Ensemble

"Shades of Blue"

(Core 40 & AHD) #8761

Level: 10, 11, 12 Length: 2 terms Credit: 1 credit/term

Student musicianship and specific performance skills in this course are enhanced through specialized small group instruction. Chamber ensemble classes provide instruction in creating, performing, listening to, and analyzing music in addition to focusing on specific subject matter. Instruction is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and music goals.

Students must participate in performance opportunities and rehearsals outside of the school day that support and extend the learning in the classroom.

Prerequisite: Audition and instructor approval. Students must also be accepted into and be concurrently enrolled in Advanced Choir to be in this course. This is a year-long commitment (no mid-year graduates)..

Non-Performance Ensemble Courses

Piano and Electronic Keyboarding

(Core 40 & AHD) #8771

Level: 9, 10, 11, 12 Length: 1 term Credit: 1 credit/term

High school students taking this course are offered keyboard classes, including piano and electronic keyboard, in order to develop music proficiency and musicianship. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Students (1) perform with proper posture, hand position, fingering, rhythm, and articulation; (2) compose and improvise melodic and harmonic material; (3) create and perform simple accompaniments; (4) listen to, analyze, sight-read, and study the literature performed; (5) study the elements of music as exemplified in a variety of styles; and (6) make interpretive decisions.

Students must be able to work independently in class on a daily basis. The course may be repeated if there is space.

Music History and Appreciation

(Core 40 & AHD) #8941 (IVY TECH DUAL CREDIT HUMA 118)

Level: 10, 11, 12 Length: 1 term Credit: 1 credit/term

Students taking this course receive instruction designed to explore music and major musical style periods through understanding music in relation to both Western and non-Western history and culture. Activities include but are not limited to: (1) listening to, analyzing, and describing music; (2) evaluating music and music performances; and (3) understanding relationships between music and the other arts, as well as disciplines outside of the arts.

Music Theory and Composition

(Core 40 & AHD) #8931

Level: 9*, 10, 11, 12 Length: 1 term (fall) Credit: 1 credit/term

Students taking this course develop skills in the analysis of music and theoretical concepts. Students: (1) develop ear training and dictation skills, (2) compose works that illustrate mastered concepts, (3) understand harmonic structures and analysis, (4) understand modes and scales, (5) study a wide variety of musical styles, (6) study traditional and nontraditional music notation and sound sources as tools for musical composition, and (7) receive detailed instruction in other basic elements of music.

*Grade 9 with instructor approval only. Students taking this course should already have a good grasp of music fundamentals.

Music Theory: AP

(Core 40 & AHD) #8991

Level: *10, 11, 12 Length: 2 terms Credit: 1 credit/term

Students taking this course will further develop skills in the analysis of music and theoretical concepts. Students: (1) develop advanced ear training and dictation skills, (2) compose works and harmonizations which illustrate mastered concepts (including four-voice harmony, realization of figured bass and Roman numeral progressions), (3) understand harmonic structures and analysis of forms (binary, ternary, etc.), (4) understand modes and scales, (5) study a wide variety of musical styles, both through score analysis and aural identification, (6) study traditional and non-traditional music notation and sound sources as tools for musical composition, (7) receive detailed instruction in the building of aural skills, (8) develop sight-singing skills. These content items, among others, are those which have been established by the College Board, as this course is intended for students who will take the AP Music Theory examination.

*Grade 10 with permission of instructor.

Prerequisite: Successful completion of Music Theory and Composition #8931 with "C" or above; or grade of "C" or higher on #8931 final exam. In some cases, this requirement may be waived.

Science

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* NOTE: Biology, Chemistry and Physics is the recommended sequence of classes to meet the requirement of CORE 40

Biology I: a & b

(Core 40 & AHD) #4231 & 4242

Level: 9, 10, 11, 12 Length: 2 terms Credit: 1 credit/term

Biology I is a course based on regular laboratory and field investigations that include a study of the structures and functions of living organisms and their interactions with the environment. At a minimum, students enrolled in Biology I explore the functions and processes of cells, tissues, organs and systems within various species of living organisms and the roles and interdependencies of organisms within populations, communities, ecosystems, and the biosphere. Students work with the concepts, principles, and theories of the living environment. In addition, students enrolled in this course are expected to: (1) gain an understanding of the history and development of biological knowledge, (2) explore the uses of biology in various careers, and (3) investigate biological questions and problems related to personal needs and societal issues.

Biology II: a & b

(Core 40 & AHD) #4711 & 4722

Level: 10, 11, 12 Length: 2 terms Credit: 1 credit/term

Biology II is an extended laboratory, field, and literature investigations-based course. Students enrolling in Biology II examine the internal structures, functions, and processes of living organisms. Students also analyze and describe the relationship of Earth's living organisms to each other and to the environment in which they live. In this course, students refine their scientific inquiry skills as they collaboratively and independently apply their knowledge of the unifying themes of biology to biological questions and problems related to personal and community issues in the life sciences.

Prerequisite: Biology I

Agriculture

***Principles of Agricultural Science - Animal* #5008 & 5019**

Level: 10-12 Length: 2 terms Credit: 1 credit/term

Principles of Agricultural Science—Animal is a foundation-level course engaging students in hands-on laboratories and activities to explore the world of animal agriculture. During the course, students develop a comprehensive Producer's Management Guide for an animal of their choice.

Student experiences will involve the study of animal anatomy, physiology, behavior, nutrition, reproduction, health, selection, and marketing. For example, students will acquire skills in meeting the nutritional needs of animals while developing balanced, economical rations. Throughout the course, students will consider the perceptions and preferences of individuals within local, regional, and world markets.

Students will explore hands-on projects and activities to learn the characteristics of animal science and work on major projects and problems similar to those that animal science specialists, such as veterinarians, zoologists, livestock producers, and industry personnel, face in their respective careers. Students will investigate, experiment, and learn about documenting a project, solving problems, and communicating their solutions to their peers and members of the professional community.

Principles of Agricultural Science—Animal areas of study include: History and Use of Animals, Animal Handling and Safety, Cells and Tissues, Animal Nutrition, Animal Reproduction, Genetics, Animal Health, and Animal Products, Selection, and Marketing.

Principles of Agricultural Science - Plant #5170 & 5181

Level: 10-12 **Length: 2 terms** **Credit: 1 credit/term**

Principles of Agricultural Science—Plant is a foundation-level course teaching students the form and function of plant systems. Students experience various plant science concepts through inquiry-based exercises filled with activities, projects, and problems utilizing laboratory and practical experiences. Student experiences will include the study of plant anatomy and physiology, classification, and the fundamentals of production and harvesting.

Students will learn how to apply scientific knowledge and skills to use plants effectively for agricultural and horticultural production. Students will discover the value of plant production and its impact on the individual, the local, and the global economy.

Lessons throughout the course will provide an overview of the field of agricultural science with a foundation in plant science. These lessons include working in teams and exploring hands-on projects. Students will work on major projects and problems similar to those that plant science specialists, such as horticulturalists, agronomists, greenhouse and nursery managers, and plant research specialists, face in their respective careers.

Principles of Agricultural Science—Plant areas of study include: Soils, Anatomy and Physiology, Taxonomy, Growing Environment, Reproduction, Pest and Disease Management, and Crop Production and Marketing.

Advanced Life Science - Animal

(Core 40) #5070 & 5081

Level: 11-12 **Length: 2 terms** **Credit: 1 credit/term**

Advanced Life Science - Animal is a two-semester course that provides students with opportunities to participate in a variety of activities including laboratory work. Students investigate concepts that enable them to understand animal life and animal science as it pertains to agriculture. Through instruction, including laboratory and field work, they recognize concepts associated with animal taxonomy, life at the cellular level, organ systems, genetics, evolution, ecology, and historical and current issues in animal agriculture.

Prerequisite: Biology, Chemistry or Introductory Chemistry and Physics

Project Lead the Way

Principles of the Biomedical Sciences #4277 & 4288

Level: 9 **Length: 2 terms** **Credit: 1 credit/term**

This course provides an introduction to the biomedical sciences through exciting hands-on projects and problems. Student work involves the study of human medicine, research processes and an introduction to bio-informatics. Students investigate the human body systems and various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. A theme throughout the course is to determine the factors that led to the death of a fictional person. After determining the factors responsible for the death, the students investigate lifestyle choices and medical treatments that might have prolonged the person's life. Key biological concepts including: homeostasis, metabolism, inheritance of traits, feedback systems, and defense against disease are embedded in the curriculum. Engineering principles including: the design process, feedback loops, fluid dynamics, and the relationship of structure to function are incorporated in the curriculum where appropriate. The course is designed to provide an overview of all the courses in the Biomedical Sciences program and to lay the scientific foundation necessary for student success in the subsequent courses.

Prerequisite: Biology or taking concurrently

Human Body Systems #4211 & 4222

Level: 10, 11, 12 **Length: 2 terms** **Credit: 1 credit/term**

Human Body Systems is a course designed to engage students in the study of basic human physiology and the care and maintenance required to support the complex systems. Using a focus on human health, students will employ a variety of monitors to examine body systems (respiratory, circulatory, and nervous) at rest and under stress, and observe the interactions between the various body systems. Students will use appropriate software to design and build systems to

monitor body functions. Schools must agree to be part of the Project Lead the Way network and follow all training and data collection requirements.

Prerequisite: Principles of the Biomedical Sciences (or concurrent)

Medical Interventions #4511 & 4522

Level: 11, 12 Length: 2 terms Credit: 1 credit/term

Students investigate the variety of interventions involved in the prevention, diagnosis and treatment of disease as they follow the lives of a fictitious family. The course is a “How-To” manual for maintaining overall health and homeostasis in the body as students explore: how to prevent and fight infection; how to screen and evaluate the code in human DNA; how to prevent, diagnose, and treat cancer; and how to prevail when the organs of the body begin to fail. Through these scenarios, students are exposed to the wide range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics. Lifestyle choices and preventive measures are emphasized throughout the course as well as the important roles scientific thinking and engineering design play in the development of interventions of the future.

Prerequisite: Human Body Systems (or concurrent)

Biomedical Innovations #4611 & 4622

Level: 12 Length: 2 terms Credit: 1 credit/term

In this capstone course, students apply their knowledge and skills to answer questions or solve problems related to the biomedical sciences. Students design innovative solutions for the health challenges of the 21st century as they work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. They have the opportunity to work on an independent project and may work with a mentor or advisor from a university, hospital, physician’s office, or industry. Throughout the course, students are expected to present their work to an adult audience that may include representatives from the local business and healthcare community.

Prerequisite: Medical Interventions (or concurrent)

Advanced Science, Special Topics:

Anatomy/Physiology: a&b

(Core 40 &AHD) #4221 & 4232

Level: 10, 11, 12 Length: 1 term Credit: 1 credit/term

This course is designed to give a basic overview about the extensive topic of the human body. Each organ system of the body is studied over the two semesters. In each system, students will learn about the structures of each organ system and the functions of these major organs. Students that are interested in any aspect of the health field should take this course as their first experience that leads them further into the subject. A dissection is a major project in the second semester.

Prerequisite: Biology I

Advanced Science, Special Topics: Marine Biology:

(Core 40 & AHD) #4889

Level: 11, 12 Length: 1 term Credit: 1 credit/term

Marine Biology is a course designed to integrate concepts from Biology and Chemistry into an intensive study of the marine environment. The course meets on four Saturday mornings and the week of Spring Break. Independent initiative and motivation are key components in this course. The week of Spring Break is spent in the Florida Keys doing intensive individual and group work.

Prerequisite: Two years of Core 40 science course work with grades of A or B.

Biology, Advanced Placement or College Credit: a & b

(Core 40 & AHD) #4731 & 4742

Level: 10, 11, 12 Length: 2 terms Credit: 1 credit/term

Biology, Advanced Placement is a course that provides students with the content established by the College Board to fulfill the requirements of a college level course best suited for those looking to go into a science-related field. Students will study the topics of molecules, cells, heredity, evolution, populations, and plant/animal form and function in preparation for the Advanced Placement test in Biology. This course is fast paced and requires the student to complete much of the work outside of the classroom. Labs will be performed to supplement the material covered in each unit. It is recommended that students obtain approval from a current or previous science teacher before signing up.

Prerequisite: Biology I and concurrent with or credit in Chemistry I (preferably Honors)

Environmental Science, Advanced: a & b

(Core 40 & AHD) #4131 & 4142

Level: 10, 11, 12 Length: 2 terms Credit: 1 credit/term

Environmental Science, Advanced, is an interdisciplinary course that integrates biology, earth science, chemistry, and other disciplines. Students enrolled in this course conduct in-depth scientific studies of ecosystems, population dynamics, resource management, and environmental consequences of natural and anthropogenic processes. Students formulate, design, and carry out laboratory and field investigations as an essential course component. Students completing Environmental Science, Advanced acquire the essential tools for understanding the complexities of national and global environmental systems.

Prerequisite: One year of Core 40 & AHD science course work.

Advanced Placement Environmental Science a & b

(Core 40 & AHD) #

Level: 11, 12 Length: 2 terms Credit: 1 credit /term

The goal of the AP Environmental Science course is to provide students with the scientific principles, concepts, and methodologies required to understand how the parts of the natural world are connected to each other, to identify and analyze environmental problems both natural and human-made, to evaluate the risks associated with these problems, and to examine solutions for resolving and/or preventing them.

Environmental science is interdisciplinary; it embraces a wide variety of topics from different areas of study. Yet there are several major unifying themes that cut across the many topics included in the study of environmental science. These include: Science is a process, Energy conversions underlie all ecological processes, The Earth itself is one interconnected system, Humans alter natural systems, Environmental problems have a cultural and social context, and Human survival depends on developing practices that will achieve sustainable systems.

Prerequisite: Two years of Core 40 & AHD science course work.

Integrated Chemistry-Physics: a & b

(Core 40 & AHD) #4265 & 4276

Level: 9, 10, 11, 12 Length: 2 terms Credit: 1 credit/term

Integrated Chemistry-Physics is a laboratory-based course in which students explore fundamental chemistry and physics principles. Students enrolled in this course examine, through the process of scientific inquiry, the structure and properties of matter, chemical reactions, forces, motion, and the interactions between energy and matter. Working in a laboratory environment, students investigate the basics of chemistry and physics in solving real-world problems that may have personal or social consequences beyond the classroom.

Chemistry I: a & b

(Core 40 & AHD) #4651 & 4662

Level: 10, 11, 12 Length: 2 terms Credit: 1 credit/term

Chemistry I is a course based on regular laboratory investigations of matter, chemical reactions, and the role of energy in those reactions. Students enrolled in Chemistry I compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions. In addition students enrolled in this course are expected to: (1) gain an understanding of the history of chemistry, (2) explore the uses of chemistry in various careers, (3) investigate chemical questions and problems related to personal needs and societal issues, and (4) learn and practice laboratory safety.

Prerequisite: Algebra I

Chemistry I, Honors: a&b

(Core40&AHD) #4653 & 4664

Level: 10, 11, 12 Length: 2 terms Credit: 1 credit/term

Academically gifted students study the chemical behavior and structure of substances in this extended laboratory course. The students' data books provide a record of their laboratory work, data analysis, conclusions and journal writings. Students practice laboratory safety. Seminars provide opportunities for discussion of current work, assigned readings, chemical theory, historical and contemporary chemical issues, use of chemistry in the real world and the relevance and relationship of chemistry to other disciplines, the unifying themes of chemistry, the development of physical and mathematical models of matter and its interactions and the methods of scientific inquiry.

Prerequisite: Algebra I

Advanced Science, Special Topics: (Organic Chemistry)

(Core 40 & AHD) #4771

Level: 10, 11, 12 Length: 1 term Credit: 1 credit/term

Organic chemistry is designed to provide students with a laboratory-based introduction to the study of the major groups of organic compounds, their structures, and reactions. Additionally, the properties of polymers, detergents, lipids, and cosmetics are explored.

Prerequisite: Chemistry I

Chemistry, Advanced Placement or College Credit

(Core 40 & AHD) #4581

Level: 11, 12 Length: 2 terms Credit: 2 credits 1st semester/1 credit 2nd semester

Chemistry, Advanced Placement is a course that provides students with the content established by the College Board and is designed to be the equivalent of the general chemistry course usually taken during the first college year. Topics include: (1) structure of matter--atomic theory and structure, chemical bonding, molecular models, nuclear chemistry; (2) states of matter--gases, liquids and solids, solutions; (3) reactions--reaction types, stoichiometry, equilibrium, kinetics and thermodynamics. This course is double blocked first semester to offer a skills portion where students can refresh their knowledge of first year chemistry and have appropriate time to complete essential laboratory experiments.

Prerequisite: Chemistry I (honors level) and Algebra II (academic or honors). A student wishing to take AP chemistry with only an academic chemistry background must obtain a signature from their chemistry I teacher indicating they have the work ethic necessary for AP chemistry.

Physics I: a & b

(Core 40 & AHD) #4451 & 4462

Level: 11, (12) Length: 2 terms Credit: 2 credits/year

Physics I is a laboratory-based course in which students synthesize the fundamental concepts and principles related to matter and energy, including mechanics, wave motion, heat, light, electricity, magnetism, atomic and subatomic physics. Through regular laboratory study using such quantities as velocity, acceleration, force, energy, momentum, charge, students (1) examine the nature and scope of physics, including its relationship to other sciences and its ability to describe phenomena using physical laws, (2) describe the history of physics and its role in the birth of technology, (3) explore the uses of its models, theories, and laws in various careers, and (4) investigate physics questions and problems related to

personal needs and societal issues.

Prerequisite: Chemistry I, and concurrent with or credit in Algebra II.

AP Physics 1 a & b

(Core 40 & AHD) #

Level: 11, (12) Length: 2 terms Credit: 2 credits/year

AP Physics 1 is the equivalent to a first-semester college course in algebra-based physics. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electric circuits. AP Physics 1 is recommended for any student who is planning on going to college or is interested in the subject. Algebra 2 is the recommended pre- or co-requisite mathematics course.

Prerequisite: Concurrent with or credit in Algebra II.

AP Physics 2 a & b

(Core 40 & AHD) #

Level: 11, (12) Length: 2 terms Credit: 2 credit/term

AP Physics 2 is the equivalent to a second-semester college course in algebra-based physics. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; atomic and nuclear physics. The course is designed to follow Physics 1, which covers concepts crucial to understanding the AP Physics 2 material.

Prerequisite: Students who complete any level of first year physics (AP C, Honors, College Prep Physics) for school year 2013-2014 will be qualified to take this class in 2014-2015.

Physics C, Advanced Placement or College Credit

(Core 40 & AHD) #4481

Level: 11, 12 Length: 2 terms Credit: 1 credit/term

Physics, Advanced Placement is a course that provides students with the content established by the College Board. Newtonian Mechanics will be covered.

Prerequisite: Physics I, Concurrent with or credit in Calculus I

Science Research, Independent Study #4791

Level: 11, 12 Length: 1 term Credit: 1 credit/term

Science Research, Independent Study is a course that provides students with unique opportunities for independent, in-depth study of one or more specific scientific problems. Students develop a familiarity with the laboratory procedures used in a given educational, research, or industrial setting or a variety of such settings. Students enrolled in this course will complete a science project to be exhibited at a regional science fair and/or state science symposium during the same school year; additionally, an end-of-course project or product may be required, such as a scientific research paper or some other suitable presentation of their findings.

Prerequisite: Two years of Core 40 and AHD science course work.

Social Studies

Steve Starzyk, Chairperson

Department Telephone: 295-4736

The Social Studies credits needed for graduation include: U.S. History 1 and 2, one term credit each for World Geography and American Government, and a senior Social Studies elective. Core 40 and Honors Diploma requires six Social Studies credits which must include Economics.

Geography & History of the World:Academic

(Core 40 & AHD) #2143 & 2144

Level: 9, 10, 11, 12 Length: 2 terms Credit: 2 credits/year

Geography and History of the World provides an opportunity to study world regions with a focus on the interaction of humans and the environment over time. This course helps students understand global patterns of cultural and physical characteristics including landforms, resources, climates, populations, economic viability, communication, and belief systems. The study of cultural settings will also include political structures, religious beliefs, environmental concerns, ways of life, and significant past events that have formed the culture of each region today. These studies focus upon relationships among regions and challenges to the world political and environmental systems.

Geography & History of the World:Honors

(Core 40 & AHD) #2177 & 2188

Level: 9, (10, 11) Length: 2 terms Credit: 2 credits/year

The Honors level course will enhance the curriculum of the academic level course in Geography and History of the World. It is planned for academically gifted students who will explore world cultures, regions, interactions, and challenges in greater depth. Students who choose this course to fulfill their Geography requirement should plan to allow more time for reading, projects, and study. Students wishing to take this course must be recommended by their teachers and be accepted through the selection process of the honors program.

Human Geography: AP

(Core 40 & AHD) #2179 & 2192

Level: 10 Length: 2 terms Credit: 2 credits/year

The purpose of the AP Human Geography course is to introduce students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine human social organization and its environmental consequences. They also learn about the methods and tools geographers use in their science and practice. The course is divided into fourteen specific units organized around seven broad themes: (1) Geography – Its Nature & Perspectives, (2) Population, (3) Political Patterns & Processes, (4) Political Organization of Space, (5) Agricultural & Rural Land Use, (6) Industrialization & Development, (7) Cities & Urban Land Use.

World History and Civilization:

(Core 40 & AHD) #2171 & 2182

Level: 9, 10,11, 12 Length: 2 terms Credit: 2 credits/year

World History and Civilization provides for a study of selected world cultures, past and present. The content of this course provides a basis for students to compare and analyze patterns of culture, emphasizing both the diversity and commonality of human experience and behavior. This course emphasizes the interaction of local cultures with the natural environment, as well as the connections among civilizations from earliest times to the present. This course may be designed to focus on (1) prehistory; (2) early world civilizations, including the rise of civilizations of the Middle East, Africa, and Asia; (3) the classical civilizations of Europe, Asia, Africa, and Latin America; and (4) the development of modern societies. This course might also trace important themes in human history or be designed to focus on a comparative study of two or more selected societies.

World History/Civilization: Honors/AP

(Core 40 & AHD) #2277 & 2288

Level: 9, 10, 11, 12 Length: 2 terms Credit: 2 credits/year

This course is planned for academically gifted students who will investigate in-depth historical developments necessary for world understanding. Exploration of world heritage and conflict will serve as background for analyzing current world affairs. This class is open to all students; however, students must maintain at least a C average in the class to remain in the course for the entire two trimesters. World History, Advanced Placement, is a course which follows College Board Entrance Examination guidelines as well as a College Board approved syllabus for Advanced Placement World History. Students enrolled in this course are required to take the Advanced Placement World History examination in May.

U. S. History 1-2 #2311 & 2322

Level: 11, 12 Length: 2 terms Credit: 2 credits/year

While the scope and sequence of the basic U.S. History course is similar to the regular 11th grade U. S. History course, the course is taught differently. Students are taught through assignments which stress the development of basic learning skills. Vocabulary, reading, map and chart skills receive heavy emphasis. Short, individual assignments which allow the students to work at their own speed are a major part of the course. Students are expected to work on the ability to take instructions and follow them to a successful conclusion.

Prerequisite: Students must be eligible to take Basic U.S. History and have a reading level of stanine 2 or below. Students who fail to meet this criterion may be added if recommended by a teacher and a counselor. Class size limited to 20.

U. S. History: Academic

(Core 40&AHD) #2331 & 2342

Level: 10*, 11, 12 Length: 2 terms Credit: 2 credits/year

This course is required for graduation. In the course students will participate in class discussions, work in small groups, listen to lectures, do research projects, participate in panel discussions, make oral reports, hear guest speakers, read multiple source materials, and study ways to improve thinking and reasoning. Topics to be studied include history of ideas in the United States, impact of industrialization on the United States, the chronology of American history, citizenship, history of labor and management problems, history of court decisions, and current events.

*Available to 10th grade students who have successfully completed World Geography Honors.

U. S. History Honors/AP

Core40 &AHD) #2377 & 2388

Level: 11, 12 Length: 2 terms Credit: 2 credits/year

This course is planned for academically gifted students who will do in-depth investigations of history, current circumstances, and future visions for the United States. Students will not only research and analyze the cause and effect relationships, but also explore the unique approaches to change and problem solving—both domestically and internationally. This class is open to all students; however, students must maintain at least a C average in the class to remain in the course for the entire two semesters. United States History, Advanced Placement, is a course which follows College Board Entrance Examination guidelines as well as a College Board approved syllabus for Advanced Placement United States History. Students enrolled in this course are required to take the Advanced Placement United States History examination in May.

U.S. Government #2361

Level: 11, 12 Length: 1 term Credit: 1 credit/term

Basic Government satisfies the senior government credit required for graduation. The scope and sequence includes most fundamental concepts of our government's structure. This course stresses basic social studies skills such as reading/vocabulary, map skills, group study, and listening/note taking. Short, in-class assignments allow for individual

monitoring and assistance by the teacher. Students are expected to develop the ability to follow directions and complete assignments.

Prerequisites: Students with a reading level of stanine 2 or below are eligible for Basic Government. Students who fail to meet this criterion may be added if recommended by a teacher and a counselor. Class size limited to 20.

U. S. Government:Academic

(Core 40 & AHD) #2371

Level: 11*, 12 Length: 1 term Credit: 1 credit/term

United States government provides a framework for understanding the nature and importance of responsible civic participation and for learning the rights and responsibilities of individuals in a constitutional democracy. The course enables students to explore the historic origins and evolution of political philosophies into contemporary political and legal systems. Constitutional structure and the processes of the legislative, executive, and judicial branches of the national, state, and local government are examined. Students learn to draw conclusions about the impact and interrelationships of history, geography, and economics upon our system of government. They also learn to demonstrate an understanding of the governmental structures of the United States and other political systems, as well as the relationship of American government to world affairs. Students learn to analyze the roles of individuals and groups in the political process by identifying and analyzing political issues. They also learn to access data from primary and secondary resources and use current technology to access relevant source materials and as a tool for producing documents in support of learning projects. Students have opportunities to take, defend, and evaluate positions on current issues that impact political decision making. They should understand their ability to influence policies and decisions as individuals and in groups. Related learning experiences in the school and community enable students to learn how to participate effectively in the political process. The study of United States government also offers students opportunities to develop knowledge, inquiry skills, and the means to preserve and improve our constitutional democracy.

*Available to 11th grade students who have successfully completed U. S. History in 10th grade.

U. S. Government - AP

(Core 40 & AHD) #2381

Level: 11*, 12 Length: 1 term Credit: 1 credit/term

The students will critically examine government and politics in the United States. The students will study the history, structure, institutions, and policies of the U.S. Government. Emphasis will also be placed on political beliefs, and behaviors, political parties, interest groups, the mass media, and the importance of citizen participation. The relationship of the U.S. to other nations will also be examined. U.S. Government, Advanced Placement, is a course which follows College Board Entrance Examination guidelines for advanced placement U.S. Government.

*Available to 11th grade students who have successfully completed U. S. History in 10th grade.

Applied Economics

(Core 40 & AHD) #2481

Level: 11*, 12 Length: 2 terms Credit: 1 credit/term

Applied Economics investigates the specific economic effect of market forces and government policies on individuals and the major institutional groups, such as business and labor, in the economy. Special attention is given to economic concepts and principles used by consumers, producers, and voters. Learning experiences such as projects and computer applications, are strongly encouraged as ways to demonstrate practical applications of economic concepts.

*Available to 11th grade students who have successfully completed U.S. History.

Economics

(Core 40 & AHD) #2471

Level: 11*, 12 Length: 1 term Credit: 1 credit/term

Economics includes a study of the allocation of scarce resources and their alternative uses for satisfying human wants.

This course examines basic models of decision making at various levels and in different areas including: (1) decisions made as a consumer, producer, saver, investor, and voter; (2) business decisions to maximize profits; and (3) public policy decisions in specific markets dealing with output and prices in the national economy.

*Available to 11th grade students who have successfully completed U.S. History.

Economics: Honors / AP

(Core 40 & AHD) #2931 & 2942

Level: 11*, 12 Length: 1 term Credit: 1 credit/term

Economics includes a study of the allocation of scarce resources and their alternative uses for satisfying human wants.

This course examines basic models of decision making at various levels and in different areas including: (1) decisions made as a consumer, producer, saver, investor, and voter; (2) business decisions to maximize profits; (3) public policy decisions in specific markets dealing with output and prices in the national economy. Economics, Advanced Placement, is a course which follows College Board Examination guidelines for advanced placement economics.

Psychology

(Core 40 & AHD) #2571

Level: 11*, 12 Length: 1 term Credit: 1 credit/term

Psychology provides an opportunity to study individual and social psychology and how the knowledge and methods of psychologists are applied to the solution of human problems. Content for the course includes some insights into behavior patterns and adjustments to social environments. The course should develop critical attitudes toward superficial generalizations about human beings, respect for the difficulty of establishing the truth of a proposition, and a heightened sensitivity to the feelings and needs of others. Psychology, Advanced Placement, is a course which follows College Board Examination guidelines for advanced placement psychology.

*Available to 11th grade students who have successfully completed U.S. History 1–2.

Psychology: AP

(Core 40 & AHD) #2581

Level: 11*, 12 Length: 2 terms Credit: 1 credit/term

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. They also learn about the ethics and methods psychologists use in their science and practice. Psychology, Advanced Placement, is a course which follows College Board Examination guidelines for advanced placement psychology.

*Available to 11th grade students who have successfully completed U.S. History 1–2.

Sociology

(Core 40 & AHD) #2671

Level: 10, 11, 12 Length: 1 term Credit: 1 credit/term

Sociology provides opportunities for students to study group behavior and basic human institutions. Broad areas of content include the study of institutions found in all societies and could involve: (1) the family, (2) religion, (3) community organizations, (4) political and social groups, and (5) leisure time organizations. Moral values, traditions, folkways, the mobility of people, and other factors in society which influence group behavior should also be included in the study of Sociology.

***Exploratory Teaching* #2871**

Level: 11, 12 Length: 2 terms Credit: 2 credits/year

This course is a two-semester elective for juniors and seniors of average or above average ability. Exploratory teaching cadets meet as a regular class two hours a day for both semesters. They will study child development, teaching techniques and the American school system. The student will be assigned to a particular classroom to work as an aide. During the school year students could experience working in three or more different grade levels. Evaluative studies will be conducted with each individual student.

Special Education

Lori Holt, Chairperson

Department Telephone: 295-4754

Central High School offers special education services to students with emotional, learning/intellectual, and moderate disabilities. The classes are designed for those students who have been identified through testing and have a current Individualized Education Plan.

Emotional Disability Program

Level: All Levels

Students who qualify according to the guidelines set forth by law are eligible. Content and inclusion courses are offered. At the resource level, students receive study skills, anger management skills, and appropriate social skills.

Specific Learning Disability and Intellectual Disability Program

Level: All Levels

Students who qualify for this program according to the guidelines set forth by the law are eligible for this program. This program serves the educational needs of the students with Specific Learning Disabilities and Intellectual Disabilities. Students will be included in General Education classes unless otherwise specified in their Individualized Education Plan (IEP). Support is provided through skills classes, co-taught classes, paraprofessional support, and a resource room.

Intense Interventions

Level: All Levels

The Intense Interventions program offers support through a wide continuum of services. Student needs are met through inclusion in the general education classroom with teacher/paraprofessional support, self-contained classes, and community/career-based learning.

Vocational Education

Level: All Levels

Students are offered an array of experiences in which they are able to gain vocational skills. Students may participate in the Career Exploration classes which offer classroom, volunteer, and employment experiences. Pre-Employment Training Services (Pre-ETS) are available to all students with disabilities. Students who sign up for this program will work closely with a representative from Logan Center to create a plan for a smooth, successful transition to life after high school.

Technology

Theodore Elli, Chairperson

Department Telephone: 295-4771

Technology Systems 1: a & b #6421 & 6432

Level: 9,10,11,12 Length: 2 terms Credits: 1 credit/term

Technology is studied in our SmartLab using over one hundred software packages. Students will rotate through areas such as a communications island with digital video imaging and desktop publishing, a testing and data acquisition island using aerodynamics and electronics modules, a fabrication island where models of alternative energy systems are assembled, a robotic and automation work cell, a pneumatic module, and many others. Opportunities for problem solving and design will give students the chance to apply the technologies they are learning. (Extensive Computer Use Required)

Technology Enterprise/Technology & Society #6453 & 6464

(Technology Systems Yr. 2)

Level: 10, 11, 12 Length: 2 terms Credit: 1 credit/term

This is the second year program. Students will use advanced level computers and equipment to develop in depth understanding of problem solving, research techniques, and the technological principles used in identifying, testing, and communicating solutions to design problems. Some time is spent learning to use machines that may be used to build test systems. This course builds on the skills acquired in the Technology Systems course.

Prerequisite: Technology Systems 1 & 2 with a grade of "C" or higher or instructor approval

Fundamentals of Engineering/Transportation Systems

(Robotics Engineering) #6485 & 6496

Level: 11, 12 Length: 2 terms Credit: 1 credit/term

Teach a robot to walk. Robotics Engineering is a program for technically inclined students interested in engineering to learn how robots are constructed and work. Students will assemble robots and automated machines, learn how to program them through computers, and operate them. They will learn about mechanics, electronics, radio control, programming, pneumatics, and motors. Work will be in our well equipped Tech Lab. The course should be both fun and informative. Students will participate in contests between groups in class and perhaps between schools. This course helps prepare students to participate in the Elk Logics First extra-curricular robot competitions.

Prerequisite: 11th or 12th grade

Design Process: a & b

(Drafting 1 & 2) #6531 & 6542

Level: 9, 10, 11, 12 Length: 2 terms Credit: 1 credit/term

A MUST for aspiring engineers, architects or interior designers! This course is the language of industry. Design Process is intended to give students a good background in creating and reading general hand drawings and computerized drawings. The use of scale, design layout, blueprint making, working with drafting equipment and up-to-date AutoCAD software are the premises of the course. Students will work on individual Auto Desk computer drafting stations with 2D & 3D programming. This course is needed for students interested in all fields of engineering, architecture, interior design and other industrial applications. The process of translating ideas into hands on application is stressed in this course.

No Prerequisite.

Computers in Design: a & b

(Architectural Drawing) #6571 & 6582

Level: 10,11,12 Length: 2 terms Credits: 1 credit/term

This class covers general fundamentals of the residential architectural field including interior design. This class is not only for students interested in architecture, but for all students to obtain more insight in proper home construction. A complete set of working architectural plans are completed including floor plans, foundation plans, elevations, wall sections and more. Optional projects, such as building a model home of the house you designed on the set of plans, may be completed. House plans are generated on the modern computer systems with the use of the AutoCAD, REVIT, and Architectural Desktop.

Technical Drafting 1: a & b

(Engineering Technology) #6551 & 6562

Level: 11, 12 Length: 2 terms Credit: 1 credit/term

This class is an intensive study in engineering and architectural graphics. Emphasis is placed on creative design in all types of graphic areas, including working engineering and architectural drawings. Students interested in specific areas can spend individual time pursuing these interests. Course content not covered in the basic drafting and architectural areas, such as technical presentation drawings, are studied. Advanced work on the computer AutoCAD system, as well as Inventor, are the key components in this class.

Prerequisite: Drafting 1-2. Architectural Drawing is highly recommended.

Manufacturing Process: a&b #6831 & 6842

Level: 10, 11, 12 Length: 2 terms Credit: 1 credit/term

Manufacturing Process is an introductory course focused on procedures used in manufacturing such as: basic measuring, blueprint reading, safety, and correct uses of industrial machines. Through hands-on projects and text, students will learn the proper uses of machines. Second semester expands on the manufacturing processes and advances into more complicated projects, process, and widens students' skills by learning other metal manufacturing techniques. Students will explore basic materials used in manufacturing and proper methods of planning and building a project according to a set of working drawings. This course prepares and leads students to enroll in Welding, Machine Trades, or Construction Trades at the Elkhart Career Center.

Communication Systems a/Communication Process a

(Electricity-Electronics) #6611 & 6622

Level: 10, 11, 12 Length: 2 terms Credit: 1 credit/term

This is an introductory class that will provide students with electrical /electronics information about the devices and gadgets they use today. Students will explore many of the methods used to send information electronically from one location to another. They will learn about the components used in computers, cell phones, and audio/video equipment. They will also learn how electricity is generated, transported, and distributed to homes and businesses. Students will assemble a circuit by soldering the components to a circuit board. They will use meters, power supplies, oscilloscopes, and other test equipment to analyze electrical circuits. A computer will be disassembled and each segment discussed.

SPECIAL WORK/STUDY OPPORTUNITIES

INTERNSHIP

Internship is a work/study program which provides students with hands on training in the student's chosen career field while working in area businesses or industries. Most of the internships offer unpaid positions and are usually filled by college bound juniors or seniors. (1 to 3 hours credit per trimester) Attendance history, age, and associated classes taken in the student's career field will help determine which seniors are selected for admittance into the program. Admittance into the Elkhart Central Internship program is done through an application/interview process. Students/parents are responsible for providing transportation to the training station.

The following steps should be completed in any order by students interested in participating in the school-to-work program:

- Complete the program application.
- Arrange an appointment with your counselor to discuss your options.
- Arrange an appointment with the school-to-work coordinator to discuss possible placements.

World Languages

April Schneider, Chairperson

Department Telephone 295-4734

The World Language Department recommends that students seriously consider World Languages as part of their high school program, as knowledge of other cultures is becoming increasingly important in our global economy. It should be clearly understood that a minimum of three years in one language is needed to possibly obtain advanced college credit through testing, and that fluency in a language requires five to six years of study.

All Language Courses are Core 40 and AHD Courses

French I #1111 & 1122

Level: 9, 10, 11, 12 Length: 2 terms Credit: 1 credit/term

French I introduces students to the geography and culture of the Francophone world and its influence on our culture. Students are able to apply effective strategies for language learning and show a willingness to experience various aspects of the culture. Students are introduced to the pronunciation and intonation patterns, basic grammatical structures and vocabulary of French. Students learn important concepts in how to study and learn a foreign language, as well as the many reasons for learning languages.

Prerequisite: A passing grade in first term French I to enter second term French I.

French II #1131 & 1142

Level: 9, 10, 11, 12 Length: 2 terms Credit: 1 credit/term

French II reviews and reinforces the skills learned in French I. Students continue to expand skills in speaking and listening comprehension. New language patterns are introduced and practiced. Students participate in conversations dealing with daily activities and personal interests. Students become familiar with the French culture and its influence upon other cultures

Prerequisite: A passing grade in the previous term.

French III #1151 & 1162

Level: 10, 11, 12 Length: 2 terms Credit: 1 credit/term

French III continues to develop the four language skills with emphasis on composition and conversation. New language patterns are introduced along with reinforcement of previously learned structures. Students become familiar with selected readings from French literature. Students understand and appreciate the French culture and demonstrate a willingness to converse in French.

Prerequisite: A passing grade in the previous term.

French IV #1171 & 1182

Level: 11, 12 Length: 2 terms Credit: 1 credit/term

French IV continues to build the four language skills, with particular emphasis placed upon reading and writing. Students become more familiar with language patterns, both written and oral. Longer selections of French literature help refine reading skills. Culture continues to be an integral part of the course. French is the language of communication. A high level of self-motivation and individual responsibility is needed to complete special projects.

Prerequisite: A passing grade in the previous term.

German I #1211 & 1222

Level: 9, 10, 11, 12 Length: 2 terms Credit: 1 credit/term

German I provides students with reasons for learning languages and acquaints the students with the German language and culture. Students are introduced to the pronunciation and intonation patterns, the basic grammatical structures and vocabulary of German. Students begin to develop elementary listening, speaking, reading and writing skills. Students learn important concepts in how to study and learn a foreign language, as well as the many reasons for learning languages.

Prerequisite: A passing grade in first term German I to enter second term German I.

German II #1231 & 1242

Level: 9, 10, 11, 12 Length: 2 terms Credit: 1 credit/term

German II offers students a review of German I, but concentrates on the mastery of language patterns and the further development of listening, reading and speaking skills. Students participate in conversations dealing with daily activities and personal interests. Students become familiar with other German speaking cultures.

Prerequisite: A passing grade in the previous term.

German III #1251 & 1262

Level: 10, 11, 12 Length: 2 terms Credit: 1 credit/term

German III provides students the opportunity to expand their knowledge of the four language skills. Students are expected to express ideas in German, both written and oral. Various activities stress and expand listening comprehension. Students demonstrate a willingness to converse in German. The text is supplemented with a variety of reading materials which give the student further insight into the literature, history, arts and culture of the German-speaking world.

Prerequisite: A passing grade in the previous term.

German IV #1271 & 1282

Level: 11, 12 Length: 2 terms Credit: 1 credit/term

German IV provides more specialized skills to students in order to refine the four skills of reading, writing, speaking and comprehension. Students are introduced to selected examples of German literature and contemporary writing. German is the language of communication. Students need a high level of self-motivation and individual responsibility to complete projects.

Prerequisite: A passing grade in the previous term.

Japanese I #1511 & 1522

Level: 9, 10, 11, 12 Length: 2 terms Credit: 1 credit/term

Japanese I introduces students to the pronunciation and intonation patterns, the basic grammatical structures and vocabulary of the language. Beginning students will develop elementary listening, speaking, reading and writing skills. Two of the three writing systems used in the Japanese language are mastered during the first year. The focus of cultural learning is appropriate language used in various social contexts. Students learn important concepts in how to study and learn a foreign language, as well as the many reasons for learning languages.

Prerequisite: A passing grade in first term Japanese I to enter second term Japanese I.

Japanese II #1531 & 1542

Level: 9, 10, 11, 12 Length: 2 terms. Credit: 1 credit/term

Japanese II offers the student a systematic review of Japanese I. The course concentrates on the mastery of language patterns, the development of listening comprehension and speaking skills as well as the expansion of vocabulary. Reading and writing skills will be enhanced by the introduction of Chinese characters (Kanji), the third aspect of the Japanese writing system. Study of the Japanese culture is an integral part of the course.

Prerequisite: A passing grade in the previous term.

Japanese III #1551 & 1562

Level: 10, 11, 12 Length: 2 terms Credit: 1 credit/term

Japanese III offers student a systematic review of Japanese II while reinforcing previously learned structures. Emphasis is placed on communication skills. Students continue to study "respect language" as it pertains to one's position in society. Students learn additional Kanji characters. Cultural appreciation is also an integral part of the course.

Prerequisite: A passing grade in the previous term.

Japanese IV #1571 & 1582

Level: 11, 12 Length: 2 terms Credit: 1 credit/term

Japanese IV offers students a systematic review of Japanese III while reinforcing previously learned structures and inflectional forms. The study of new grammatical structures and vocabulary is integrated into the study of "respect language." Students study honorific and humble verb construction as it pertains to "respect language." Additionally, students are introduced to male and female speech patterns as they are used in informal conversation. Students continue to develop their listening comprehension and speaking skills. Japanese is the language of communication. Students will learn additional Kanji and Kanji-compounds in order to expand their reading and writing skills. Culture appreciation is also an integral part of the course.

Prerequisite: A passing grade in the previous term.

Latin I #1311 & 1322

Level: 9, 10, 11, 12 Length: 2 terms Credit: 1 credit/term

Latin I introduces the student to the language and culture of ancient Rome. Instruction includes elements of classical pronunciation, fundamentals of grammatical patterns and acquisition of basic vocabulary. These activities enable students to progress through a series of graded readings that provide the framework for the presentation of historical and cultural topics. Latin vocabulary serves as the basis for derivative study throughout the course. Students learn important concepts in how to study and learn a foreign language, as well as the many reasons for learning languages.

Prerequisite: A passing grade in first term Latin I to enter second term Latin I.

Latin II #1331 & 1342

Level: 9, 10, 11, 12 Length: 2 terms Credit: 1 credit/term

Latin II systematically reviews the basic vocabulary, and grammatical forms of Latin I. Instruction includes grammatical structures and vocabulary at the intermediate level. These activities continue to develop the students' reading and comprehension skills. New vocabulary serves as the basis for derivative study. The reading selections provide the framework for the presentation of historical and cultural material. Students participate in conversations dealing with the influence of the classical world on modern culture.

Prerequisite: A passing grade in the previous term.

Latin III #1351 & 1362

Level: 10, 11, 12 Length: 2 terms Credit: 1 credit/term

Latin III enables the student to read authentic Latin. The course reviews and refines grammatical structures and vocabulary and introduces the more specialized skills necessary to read Latin prose and poetry. Vocabulary essential for the reading of Latin literature is presented and serves as the basis for word study activities. Reading selections, with a special emphasis on prose, develop the students' knowledge and appreciation of the ancient Roman history and culture and its contribution to the Western traditions. Students at this level should be highly motivated with the ability to work independently.

Prerequisite: A passing grade in the previous term.

Latin IV #1371 & 1382

Level: 11, 12 Length: 2 terms Credit: 1 credit/term

Latin IV enables students to read and extend understanding of Latin literature, poetry in particular. The course reviews and refines grammatical structures and vocabulary. Vocabulary essential for the reading of Latin literature is presented and serves as the basis for word study activities. Reading selections, with a special emphasis on poetry, develop the students' knowledge and appreciation of ancient Roman history and culture and its contribution to the Western traditions. Students at this level should be highly motivated with the ability to work independently.

Prerequisite: A passing grade in the previous term.

Spanish I #1411 & 1422

Level: 9, 10, 11, 12 Length: 2 terms Credit:: 1 credit/term

Spanish I introduces students to the basic skills of language learning which are listening, speaking, reading and writing. Students learn important concepts in how to study and learn a foreign language, as well as the many reasons for learning foreign languages. A strong emphasis is placed on pronunciation patterns, basic vocabulary and phrases, and simple grammatical structures. A study of the Spanish-speaking world and its influences on our culture is a part of the course.

Prerequisite: A passing grade in first term Spanish I to enter second term Spanish I.

Spanish II #1431 & 1442

Level: 9, 10, 11, 12 Length: 2 terms Credit: 1 credit/term

Spanish II builds on the material learned in Spanish I. The course concentrates on increasing listening and reading comprehension, speaking skills and further developing an understanding of language patterns. Students demonstrate a willingness to participate in Spanish related extracurricular activities. Students converse about daily activities and personal interests. Students continue the study of the Spanish-speaking world and its culture.

Prerequisite: A passing grade in the previous term.

Spanish III #1451 & 1462

Level: 10, 11, 12 Length: 2 terms Credit:: 1 credit/term

Spanish III expands the students' knowledge of language skills with special emphasis on expressing ideas, both written and oral in Spanish. Students are expected to increase listening comprehension by actively listening to the teacher, classmates and audio materials. Reading material will consist of short stories and articles. Hispanic culture is integrated into this course.

Prerequisite: A passing grade in the previous term.

Spanish IV #1471 & 1482

Level: 11, 12 Length: 2 terms Credit: 1 credit/term

Spanish IV expands the language study with new vocabulary, grammar, and cultural experiences. Students refine their reading, writing, listening and speaking skills. Longer length readings are utilized, oral communication is emphasized, and students write compositions. Spanish is the language of communication. A high level of self-motivation and individual responsibility is needed to complete special projects.

Prerequisite: A passing grade in the previous term.

Spanish V #1491 & 1492

Level: 12 Length: 2 terms Credit: 1 credit/term

Spanish V completely immerses the student in the Spanish language and Hispanic culture. Students will communicate entirely in Spanish with native and advanced nonnative speakers. They will continue to refine reading, writing, listening, and speaking skills to develop a comfortable fluency in the Spanish language. Authentic literature written for native speakers will be read and interpreted. Each student will do an in-depth study of a Spanish-speaking country and an

important historical, artistic, or political figure or event. Students will make presentations orally, visually, and in writing to demonstrate what they have learned.

Prerequisite: A passing grade in the previous term.

Language for Heritage Speakers I (Spanish) (LHS I) #1413 & 1424

Level 9,10,11,12 Length: 2 terms Credit: 1 credit/term

Language for Heritage Speakers I is a course designed for heritage speakers of world languages who have demonstrated some degree of oral proficiency. The purpose of this course is to enable Heritage Language Learners to increase proficiency and bi-literacy in their native language by providing opportunities to improve reading and listening comprehension, as well as writing and grammar skills. Special attention will be given to grammar and vocabulary of standard language, as well as to the importance of biculturalism and bilingualism in the United States today. Placement of students and development of the course curriculum is dependent upon the population of students enrolled in this course.

Este curso es para los estudiantes hispanohablantes que quieren mantener y mejorar su habilidad para leer y escribir en español estándar que es requerido en las universidades y el mundo de negocios. El estudiante va a aprender a escribir y deletrear correctamente y va a mejorar las habilidades en leer. Incluirá estudios de vocabulario. Reconocemos que los estudiantes entrarán en este curso con varias habilidades según el nivel de educación que han tenido en castellano. Por eso, habrá mucho trabajo individual y en pequeños grupos. Esto requiere que el estudiante que escoja este curso tenga autodisciplina para trabajar solo o en grupos.

Prerequisites: Oral fluency in Spanish; passing grade in the first term to enter the second term.

AMERICAN SIGN LANGUAGE I (ASL I) #1611 & 1622

Level: 9, 10, 11, 12 Length: 2 terms Credit: 1 credit/term

American Sign Language I is a course that introduces students to American Sign Language (ASL) and the deaf community. The course focuses on frequently used signs through a functional-notional approach, and discusses cultural features of the deaf community. Emphasis is placed on the development of receptive and expressive language skills. Through this course, students are given the opportunity to develop visual acuity; follow brief verbal instructions; understand short statements, questions, and dialogue; develop short descriptions with guidance; begin to understand the current GLOSSING system used to write ASL; and examine other methods developed to write ASL, including Sign Writing. Students also learn to recognize the difference between the pathological and psychological definitions of deafness, recognize the widespread use of ASL throughout the United States, and develop an understanding of the relationship between languages and cultures as a whole.

Prerequisite: A passing grade in first term ASL I to enter second term ASL I.

AMERICAN SIGN LANGUAGE II (ASL II) #1631 & 1642

Level: 9, 10, 11, 12 Length: 2 terms Credit: 1 credit/term

American Sign Language II is a course that continues the focus on frequently used signs through a functional notional approach and the discussion of the cultural features of the deaf community. Emphasis is placed on further development of receptive and expressive communication skills in American Sign Language (ASL). Through this course, students are given the opportunity to watch and understand short stories, dialogues and poetry in ASL; continue to develop visual discrimination skills; begin to understand various dialects of ASL by interacting with ASL users within the deaf community; begin to use classifiers appropriately; continue the mastery of the current GLOSSING system used in texts to write ASL; and begin to write in GLOSS their own simple dialogues, poetry and translations. Students will also learn to examine some of the political issues associated with the deaf community, and will further develop an understanding of the relationship between languages and cultures as a whole.

Prerequisite: A passing grade in the previous term.

AMERICAN SIGN LANGUAGE III (ASL III) #1651 & 1662

Level: 9, 10, 11, 12

Length: 2 terms

Credit: 1 credit/term

American Sign Language III is a course that continues to focus on the students' non-verbal communication skills at advanced levels of competency. American Sign Language is used exclusively in the class as students communicate using more complex structures of the language on a variety of topics, moving from concrete to more abstract concepts. This course provides opportunities for students to learn to express themselves in advanced situations, using more sophisticated vocabulary and structure; apply advanced grammatical features, such as descriptors, classifier use and various numbering systems; and develop the ability to discuss topics related to historical and contemporary events and issues within the deaf and hard-of-hearing community. Students will also build on narrative skills and learn to relay information they've read or heard through explanation of more complex ideas. This course further emphasizes the development of spontaneous language responsive behaviors through activities designed for this purpose.

Prerequisite: A passing grade in the previous term.

Career Center

All courses qualify as six elective classes for Core 40, Academic, or Technical Honors Diplomas. Choose one of 32 courses from our 7 career clusters.

COMMUNICATIONS/ART/MEDIA

- *Audio/Video Production 1 & 2*
- *Commercial Photography 1 & 2*
- *Graphic Design 1 & 2*
- *Interactive Media*

CONSTRUCTION

- *Construction Trades 1 & 2*

PUBLIC SAFETY

- **CSI:Crime Scene Investigation*
- *EMT: Emergency Medical Technician*
- *Firefighting*
- **Law Enforcement*

TRANSPORTATION

- *Agriculture Power Structure & Technology (Ag Mechanics)*
- **Automotive Collision Refinishing*
- **Automotive Refinishing*
- **Automotive Service Technology 1 & 2*
- **Diesel Service Technology 1 & 2*
- *Motorcycle/Outdoor Power Technology 1 & 2*

HEALTH OCCUPATIONS

- **Cardiology 1 & 2*
- *Dental Health Careers*
- *Introduction to Health Careers*
- **Pre-Nursing with CNA Concentration*
- *Medical Assisting 1 & 2*
- *Sports Medicine*
- *Veterinary Careers 1 & 2*

HUMAN SERVICES

- *Cosmetology 1 & 2*
- **Culinary Arts & Hospitality 1 & 2*
- *Creative Outdoor Management 1 & 2*
- **Early Childhood Education 1 & 2*

MANUFACTURING & ENGINEERING

- *Automation & Engineering Technology 1 & 2*
- *CAD: Computer Aided Drafting 1 & 2*
- **Manufacturing Technology 1 & 2*
- *Computer Networking/PC Maintenance 1 & 2*
- *Mechatronics 1 & 2*
- **Welding*

* Identifies programs that offer the Early College Option

Elkhart Area Career Center has a policy of providing equal opportunity for students. All courses are open to all students regardless of race, color, gender, handicapping conditions, national origin, or limited English proficiency.

Statement of Non-Discrimination

Elkhart Community Schools does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities.

Title IX of the Education Amendments of 1972

It is the policy of the Elkhart Community Schools not to discriminate on the basis of sex in educational programs or activities which it operates, and the Elkhart Community Schools is required by Title IX not to discriminate in such a manner. The District Counsel/Chief of Staff has been designated as the official responsible for Title IX compliance. Inquiries concerning the application of said Title IX and the implementing of regulations may be made by contacting the District Counsel/Chief of Staff, whose office address is Elkhart Community Schools, 2720 California Road, Elkhart, Indiana, 46514, and whose telephone number is 262-5517.

Equal Opportunity and Diversity

Elkhart Community Schools is an equal opportunity employer and does not discriminate on the basis of race, color, religion, sex, national origin, handicap, or age. Inquiries regarding handicapped students (related to Section 504 and ADA) may be made by contacting the Director of Student Services, whose office address is Elkhart Community Schools, 2720 California Road, Elkhart, Indiana, 46514, and whose telephone number is 262-5542. The best qualified persons who are available at the salary levels established for school employment are employed. Academic and athletic programs are available to all students without discrimination. A Diversity in Employment Policy has been adopted by the School Board which is designed to achieve the goal of equal employment opportunity for all individuals. Inquiries regarding equal opportunity or diversity may be directed to the Equal Opportunity Officer by calling 262-5510.

The following person(s) have been designated to handle inquiries regarding the nondiscrimination policies:

Title IX—Sex

District Counsel/Chief of Staff
2720 California Rd.
Elkhart, IN 46514
(574) 262-5517

Title VI—Race, Color, National Origin and Limited English Proficiency

District Counsel/Chief of Staff
2720 California Rd.
Elkhart, IN 46514
(574) 262-5510

Section 504 and Americans with Disabilities Act—Handicap/Disability**Director of Student Services**

2720 California Rd.
Elkhart, IN 46514
(574) 262-5542

Title VII

District Counsel/Chief of Staff
2720 California Rd.
Elkhart, IN 46514
(574) 262-5517

Complaint Procedure for: Title VI, Title IX, Section 504, and A.D.A.

Section 1. Definitions

- a) “Board” means the Board of School Trustees of the Elkhart Community Schools.
- b) “Corporation” means the Elkhart Community Schools
- c) A “complaint” is an allegation of action or inaction by the Corporation in violation of Title VI, Title IX, Section 504, or Americans with Disabilities Act, or the implementing regulations.
- d) “Days” means calendar days.
- e) “Employee” means a person who is a full or part-time employee, not engaged as temporary or casual labor, and who is on the payroll of the Corporation.
- f) The “responsible official” means the employee designated by the Corporation to coordinate its efforts to comply with and carry out its responsibilities under Title VI, Title IX, Section 504, and Americans with Disabilities Act, and the implementing regulations.
- g) “Student” means a person enrolled in one of the schools operated by the Corporation.
- h) “Superintendent” means the superintendent of schools or designee.

Section 2. Procedure

All complaints brought by students or employees shall be handled in the following manner:

Step One – Informal

- a) Students: Within fifteen (15) days of the time that the student knew, or reasonably should have known of the complaint, the student shall present a completed written complaint report form to the responsible official, who shall expeditiously appoint three (3) persons to meet and discuss the complaint with the student, and send a copy of the complaint to the building principal. Within five (5) days of the completion of such discussion, the student may submit the written complaint to the building principal. If the building principal desires a conference with the student, the student may request that one of the above three appointees be present for such discussion. Within ten (10) days after presentation of the complaint, the building principal shall respond in writing. This section shall not prohibit an informal oral discussion of a concern or problem between the student and the building principal.
- b) Employees: Within ten (10) days of the time that the employee knew, or reasonably should have known of the complaint, the employee shall present the complaint orally to the employee’s immediate supervisor. Within ten (10) days after presentation of the complaint, the immediate supervisor shall orally answer the complaint.

Step Two – The Responsible Official

- a) Within five (5) days of the oral or written response, if the complaint is not resolved, it shall be stated in writing, signed by the student/employee and submitted to the responsible official on the form provided by the Administrative Regulation issued by the Superintendent.
- b) The complaint report shall 1) name the employee or student involved, 2) state the facts giving rise to the complaint, 3) identify the specific provisions of Title VI, Title IX, Section 504, or Americans with Disabilities Act, or the implementing regulations alleged to be violated, and 4) indicate the specific relief requested.
- c) Within five (5) days after receiving the written complaint, the responsible official shall make a determination in writing to the student/employee.

Step Three – The Board

- a) If the complaint is not resolved in step two, the student/employee may, within five (5) days of receipt of the responsible official’s determination, appeal to the Board by filing the complaint and the responsible official’s response, along with any written response of his/her own to the determination of the responsible

official, with the office of the superintendent, which shall thereupon give notice of receipt.

- b) Within sixty (60) calendar days after receipt of the appeal of the responsible official's determination to the student/employee, the Board shall give its decision in writing to the student/employee. Such decision shall be final and binding.

Section 3. Failure to Observe Time Limits

In the event the student/employee fails to exhaust the remedies under the complaint procedure provided above, or to abide by the time limits with respect to each step, the complaint shall be presumed to be abandoned and the matter shall be settled in accordance with the Corporation's last response thereto. In the event the Corporation fails to give its response at any step within the time limits prescribed, the student/employee shall have the right to proceed immediately to the next step and must do so within the prescribed time limits. Any time limit may be extended by written mutual agreement of the student/employee and the responsible official.

Section 4. Effect of Settlement

Any settlement of a complaint shall be applicable to that complain only and shall not be binding authority for the disposition of any other complaint.

Complaint forms may be obtained in the main office.