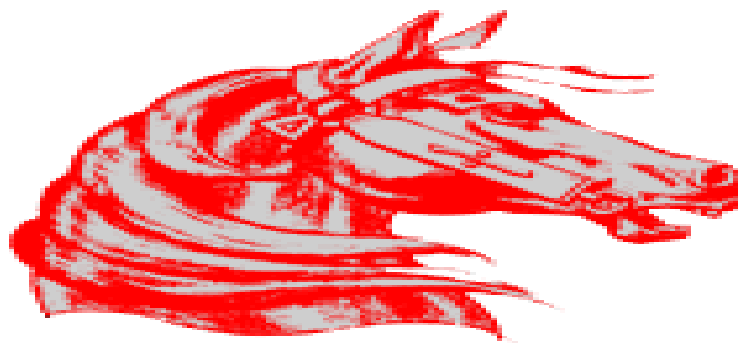


Elkhart Memorial
High School
Course Description
Guide 2018—2019



“The mission of Elkhart Memorial High School promotes a community where all members pursue academic and personal excellence”

Indiana CORE 40 All students entering Memorial High School in the 9th grade will be enrolled in the Indiana CORE 40 curriculum. Completion of this curriculum is required in order to be considered for admission to Indiana’s four year state colleges. The CORE 40 is highly recommended for admission to 2 year colleges and entry into the work force.

English	8 credits
Mathematics	6 credits beginning with Algebra I (6 Math credits must be taken while in High School)
Biology	2 credits
Science elective	2 credits
Physical Science	2 credits in Physics or Chemistry
Geography & Hist	2 credits
U.S. History	2 credits
Government	1 credit
Economics	1 credit
Physical Education	2 credits
Health	1 credit
Directed Electives	5 credits in World Languages, Fine Arts, or Career Technical
Electives	6 credits

Memorial’s Four Year Plan to complete the Indiana CORE 40

<u>Freshman year</u>		<u>Sophomore year</u>		<u>Junior year</u>		<u>Senior year</u>	
English	2	English	2	English	2	English	2
Mathematics	2	Mathematics	2	Mathematics	2	Math (rec)	2
Biology	2	Science elective	2	Physical Science	2	Physical Sci (rec)	2
Geography	2	Physical Education	1	U.S. History	2	Government	1
Physical Education	1	Health	1	Electives	6	Economics	1
PFR	1	Electives	6			Electives	6
Electives	4						
TOTAL	14		14		14		14

2017-2018

Elkhart Memorial High School established a Freshmen Academy during the 2009-2010 school year. This Academy will follow the CORE 40 plan.

All students will be enrolled in eight classes each semester. Athletes must pass 5 courses during the preceding grading period or semester to be eligible for **IHSAA athletic participation.**

Indiana Academic Honor’s Diploma A student working toward this diploma will have CORE 40 requirements plus the following:

- Earn 2 additional Core 40 math credits.
- Earn 6-8 Core 40 world language credits.
- 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. (2.67)
- Complete one of the following:
 - Complete AP courses (4 credits) and corresponding AP exams

Earn a combined score of 1250 or higher on the SAT and a minimum of 560 on math and 590 on the evidence based reading and writing section.

Score a 26 or higher composite on the ACT

Complete dual high school/college credit courses from the Core Transfer Library (6 transferable college credits)

Complete a combination of AP course (2 credits) and corresponding AP exams and dual high school/college credit course(s) from the Core Transfer Library (3 transferable college credits)

CORE 40 with Technical Honors Diploma A student working toward this diploma will have the CORE 40 requirements and the following additional requirements.

Earn 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and one of the following:

1. State approved, industry recognized certification or credential, or
2. Pathway dual credits from the approved dual credit list resulting in 6 transcribed college 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.

Complete one of the following:

- A. Any one of the options (A-F) of the Core 40 with Academic honors
- B. Earn the following scores or higher on WorkKeys; Reading for Information—Level 6, Applied Mathematics—Level 6, and Locating information—Level 5.
- C. Earn the following minimum scores on Accuplacer: Writing 80, Reading 90, Math 75
- D. Earn the following minimum scores on Compass; Algebra 66, Writing 70, Reading 80.

NCAA Requirements If you enroll in a Division I college on or after August 1, 2011, and want to participate in athletics or receive an athletic scholarship during your first year, you must:

Complete 16 required NCAA core courses. For Memorial students these would begin with the minimum level courses required for the Indiana CORE 40 in English, Mathematics, Science, Social Studies, and the World Languages.

The required GPA is on a sliding scale that starts with 2.50 in the 16 core courses. It is possible for the student-athlete to have a GPA lower than a 2.50 if they meet higher requirements on their SAT or ACT scores. The Memorial Athletic Office can provide information about the sliding scale and the NCAA Clearinghouse.

Division II colleges require 14 core courses and a 2.00 GPA.

Summer School This program will be held at Elkhart Memorial High School during the summer. Registration for all courses will begin during the second semester in the Main Office at Memorial. More information will be available beginning in February. The following courses will be offered:

English 9, English 10, English 11, English 12

Algebra I, Geometry, Algebra II

Biology I, Integrated Chemistry/Physics

World Geography, United States History, Government, Economics

Physical Education 1, Physical Education 2, Health, Personal Financial responsibility

Directory Information

Elkhart Memorial Administration

Mr. Cary Anderson	Principal	262-5600	canderson@elkhart.k12.in.us
Mrs. LaTosha Bonds	Assistant	262-5600	lbonds@elkhart.k12.in.us
Mr. Denny Trigg	Assistant	262-5600	dtrigg@elkhart.k12.in.us
Mr. Howard Edwards	Assistant	262-5600	hedwards@elkhart.k12.in.us
Mr. Frank Kurth	Assistant	262-5600	fkurth@elkhart.k12.in.us
Mrs. Jacqueline Rost	Athletics	262-5634	jrost@elkhart.k12.in.us
Ms. Phyllis Tubbs	Athletics	262-5634	ptubbs@elkhart.k12.in.us

Elkhart Memorial Guidance Office

Mrs. Michelle Kessler	A-B	262-5623	mkessler@elkhart.k12.in.us
Mrs. Adrienne Bashore	C-Go	262-5624	afreiberger@elkhart.k12.in.us
Mrs. Camille Evans	Gr-Ma	262-5622	crevans@elkhart.k12.in.us
Mr. Larry Fielstra	Mc-Sa	262-5626	lfielstra@elkhart.k12.in.us
Mrs. Allison Makowski	Sb-Z	262-5627	amakowski@elkhart.k12.in.us
Mrs. Summer Runyan	Early College	262-5646	srunyan@elkhart.k12.in.us
Mrs. Maritza Banuelos	Registrar	262-5645	mbanuelos@elkhart.k12.in.us
Mrs. Michelle Yoder	Secretary	262-5628	myoder@elkhart.k12.in.us

Memorial High School

www.emhschargers.org

Elkhart Community Schools

www.elkhart.k12.in.us

Memorial Department Chairs

Art	Matt Hartman	mhartman@elkhart.k12.in.us
Business Education	Rod Donigan	rdonigan@elkhart.k12.in.us
English	Kerry Leader	kleader@elkhart.k12.in.us
FACS	Rachael Meyers	remeyers@elkhart.k12.in.us
Guidance	Michelle Kessler	mkessler@elkhart.k12.in.us
Industrial Tech	Nick Seidl	nseidl@elkhart.k12.in.us
Librarian	Colleen Shook	cshook@elkhart.k12.in.us
Mathematics	Alex Holtz	aholtz@elkhart.k12.in.us
Music	Kurt Weimer	kweimer@elkhart.k12.in.us
Physical Education	Janie Boyden	jboyden@elkhart.k12.in.us
School to Work (Intern)	Jeff Miller	jmiller@elkhart.k12.in.us
Science	Ed Hibshman	ehibshman@elkhart.k12.in.us
Social Studies	Sonya Harrington	sharrington@elkhart.k12.in.us
Special Education	Kris Bartley	kbartley@elkhart.k12.in.us
TAPP	Tammy Obendorf	tobendorf@elkhart.k12.in.us
World Languages	Stephanie Scalise	sscalise@elkhart.k12.in.us

All students that enter EMHS are scheduled into the CORE 40 curriculum. During their junior year the student, parents, principal, and guidance counselor may determine that a change to a **REGULAR diploma** is in the best interest of the student. This would be done during a meeting of those involved with documentation becoming part of the permanent CUM file record. This is not an option for freshmen and sophomores. The regular diploma has fewer required courses in some subject areas.

DISCRIMINATION AND HARRASSMENT

Elkhart Community Schools is committed to an environment in which all individuals are treated with respect and dignity. This includes ensuring that its students and employees are not subject to sexual harassment, or to harassment or discrimination on the basis of race, color, religion, sex, national origin, age, disability or any other characteristic protected by law. Elkhart Community Schools prohibits any such harassment or discrimination and all persons associated with the school community, including, but not limited to, the Board of School Trustees, the administration, the staff, the students, agents, volunteers, contractors, and persons subject to the supervision and control of the school corporation, are expected to conduct themselves at all times so as to provide an atmosphere free from harassment, discrimination, and retaliation. Complaints of violations of these policies will be investigated and resolved appropriately.

Dual Credit

Through a partnership with colleges such as Ivy Tech Community College and Indiana University, Elkhart Memorial High School students can take college-credit bearing courses taught by college approved high school teachers, during the regular school day on the high school campus.

There is no cost to students to participate in Ivy Tech Courses and a \$25/credit hour fee for Indiana University courses. Students who successfully complete dual credit courses generate both high school and transcribed college credit from the partnering college.

BENEFITS:

- Classes are offered on high school campus
- High school teachers must meet the rigorous qualifications determined by the partnering college
- College credits are guaranteed to transfer to any Indiana public college or university

PLEASE NOTE:

- Students must meet eligibility guidelines for enrolling in dual credit courses. Check with a counselor to see if you qualify.
- Students earn a grade that will be a part of their permanent record

IVY TECH DUAL CREDIT COURSES OFFERED

ENGL 111-3	ENGL 112-3	ENGL 206-3	COMM 101-3	
MATH 136-3	MATH 137-3	MATH 211-4	MATH 212-4	
HIST 101-3	HIST 102-3	POLS 101-3		
CHEM 101-3	CHEM 105-5	BIOL 101-3	BIOL 105-5	APHY 101-3
PHYS 101-4	PHYS 102-4			
SPAN 101-4	SPAN 102-4	SPAN 201-3	SPAN 202-3	
FREN 101-4	FREN 102-4	FREN 201-3	FREN 202-3	

INDIANA UNIVERSITY DUAL CREDIT COURSES OFFERED

COLL-P155 - 3		MATH-M118 - 3	
HIST-H105 - 3	HIST-H106 - 3		

AGRICULTURE DEPARTMENT

Animal Science Course

2 Semesters, 2 Credits

Core 40 & AHD elective course

Grades 9 – 12

Suggested Prerequisite: Introduction to Agriculture

The Animal Science course is designed to expose students to agriculture, animal science, and related career options. Students participating in the ASA course will have experiences in various animal science concepts with exciting hands-on activities, projects, and problems. Students' 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 learn about the following animals: cat, dog, hamster, rabbit, horse, cattle, goat and chicken.

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. In addition, students will understand specific connections between animal science lessons and Supervised Agricultural Experience and FFA components that are important for the development of an informed agricultural education student. 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.

• **Fulfills a Life Science or Physical Science requirement for the General Diploma *only* or counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas**

Advanced Life Science

2 Semesters, 2 credits

Core 40 & AHD elective course

Grades 10-12

Prerequisite: Animal Science

Advanced Life Science: Animals 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 fieldwork, 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.

Principles of Agricultural Science—Plant

2 Semesters, 2 Credits

Core 40 & AHD elective course

Grades 9 – 12

Suggested Prerequisite: Introduction to Agriculture

Principles of Agricultural science is a foundation-level course that will teach students about the form and function of plant systems. Students are immersed in inquiry-based exercises filled with activities, projects, and problems to teach them plant concepts through 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. Teachers are provided detailed professional development to facilitate instruction. Every lesson is aligned with national standards for agriculture, science, mathematics, and English language arts.

Fulfills a Life Science or Physical Science requirement for the General Diploma only or counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

SUPERVISED AGRICULTURAL EXPERIENCE Course # 5228 (SAE)

Supervised Agricultural Experience (SAE) is designed to provide students with opportunities to gain experience in the agriculture field(s) in which they are interested. Students should experience and apply what is learned in the classroom, laboratory and training site to real-life situations. Students work closely with their agricultural science and business teacher(s), parents and/or employers to get the most out of their SAE program. This course can be offered each year as well as during the summer session. SAE may be offered as a Cooperative Education Program. Curriculum content and competencies should be varied so that school year and summer session experiences are not duplicated.

- Recommended Grade Levels: 9-12
- Recommended Prerequisite: Fundamentals of Agricultural Science and Business
- Credits: 1 credit per semester, 8 credits maximum
- Curriculum content and standards should not be duplicated when this course is taken for multiple semesters.

ART DEPARTMENT

INTRO TO TWO-DIMENSIONAL ART

1 Semester, 1 Credit

Grade level: 9-12

Core 40 and AHD course

Students taking Introduction to Two-Dimensional Art engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production,. This course will increase students' appreciation for art and prepare them with knowledge and skills necessary to continue in other art courses. *Additional expense may occur.*

JEWELRY I - VIII

1 Semesters, 1 Credit

Grade level: 9-12

Core 40 and AHD course

Prerequisite: Intro to 2D Art

Jewelry is a course based on the Indiana Academic Standards for Visual Art. in Jewelry 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 jewelry design and fabrication techniques including, sawing, piercing, filing, and soldering. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art related careers. Can be taken for additional semesters.

CERAMICS 1 I - VIII

1 Semester, 1 Credit

Grade Level: 9-12

Core 40 and AHD course

Prerequisite: Introduction to Two-Dimensional Art or Art 9H

A course in the use of ceramic clay materials for creative expression. With an emphasis on craftsmanship, students will explore clay and glaze types and develop skills in building ceramic forms, both functional (such as pots) and nonfunctional (such as 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 work in ceramics will be examined. *Additional expenses are required.*

DRAWING 1 I - VIII

1 Semester, 1 Credit

Grade Level: 9-12

Core 40 and AHD course

Prerequisite: Intro to Two-Dimensional Art or Art 9H

Students will learn techniques in drawing from life (portrait, figure, still life, landscape, etc.) and from their imagination. A variety of media will be used, with an emphasis on the elements and principles of design. *Additional expense may occur.*

PHOTOGRAPHY 1 I - VIII

1 Semester, 1 Credit

Grade Level: 10-12

Core 40 and AHD course

Prerequisite: Introduction to Two-Dimensional Art or 9H

Students will complete various projects using a variety of media in the areas of two dimensional design, black and white photography, digital photography, and printmaking in order to familiarize themselves with the basic design elements, principles and strategies. The emphasis will be on good composition. Film development, photo enlarging, and digital photo editing, along with printmaking techniques will be included. **A 35-mm camera and a digital camera is encouraged.** *Additional expenses are required.*

PAINTING 1 I - VIII

1 Semester, 1 Credit

Grade Level: 9-12

Core 40 and AHD course

Prerequisite: Introduction to Two-Dimensional Art or Art 9H

Students will learn techniques in painting from life (portrait, figure, still life, landscape, etc.) and from their imagination. A variety of media will be used, with an emphasis on the elements and principles of design. *Addition expense may occur.*

SCULPTURE 1 I - VIII

1 Semester, 1 Credit

Grade Level: 9-12

Core 40 and AHD course

Prerequisite: Introduction to Two-Dimensional Art or Art 9H

A studio course involving 3-dimensional design in a variety of materials, such as wood, plaster, clay, metal, cardboard, fiber, and wire. Well-developed compositions based on the basic elements and principles of design will be stressed. Notable works of sculpture will be examined and analyzed. *Additional expense may occur.*

DIGITAL DESIGN I - VIII

1 Semester, 1 Credit (Can be taken for successive semesters)

Grade Level: 9-12

Core 40 and AHD course

Prerequisite: Intro to 2-D Art

Digital Design is a course based on the Indiana Academic Standards for Visual Art. In digital design engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Incorporates desktop publishing, multi-media, digitized imagery, computer animation, and web design. Reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to the other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

STUDIO ART: ADVANCED PLACEMENT

2 Semester, 1 Credit/semester

Grade Level: 11, 12

Core 40 and AHD course

Prerequisite: Introduction to Two-Dimensional Art, Drawing, 3-D (Sculpture or Ceramics or Teacher recommendation)

Portfolio review and teacher recommendation required

This course is designed for self-motivated senior students who have demonstrated a serious interest in the study of art. Can be elected for up to four semesters. Course numbers can be taken concurrently. The AP Program offers three portfolios: Drawing, 2D Design and 3D Design. The portfolios share a basic, three-section structure, which requires the student to show a fundamental competence and range of understanding in visual concerns (and methods). Each of the portfolios asks the student to demonstrate a depth of investigation and process of discovery through the concentration section. In the breadth section, the student is asked to demonstrate a serious grounding in visual principles and material techniques. The quality section permits the student to select the works that best exhibit a synthesis of form, technique and content. *Additional expense may occur.*

FIBER ARTS 1 I - VIII

Semester, 1 Credit

Grade Level: 9 –12

Prerequisite: Intro to 2-D Art

Students of fiber, textile, and weaving arts use fabric to express emotions, ideas, and creativity! Students will eventually developing their own style. They learn how to design and create fabrics by weaving, knitting, quilting, and other methods. They also practice dyeing and printing fabrics.

Fiber art refers to [fine art](#) whose material consists of natural or synthetic [fiber](#) and other components, such as [fabric](#) or [yarn](#). It focuses on the materials and on the manual labour on the part of the artist as part of the works' significance, and prioritizes Fiber art refers to [fine art](#) whose material consists of natural or synthetic [fiber](#) and other components, such as [fabric](#) or [yarn](#). It focuses on the materials and on the manual labor on the part of the artist as part of the works' significance, and prioritizes aesthetic value over utility.

VISUAL COMMUNICATION I - VIII

1 Semester, 1 Credit

Grade Level: 9-12

Core 40 and AHD course

Prerequisite: Introduction to Two-Dimensional Art or 9H

The Visual Communication 1 student will be involved in a variety of studio experiences relating to the art of the advertising and communication fields. This includes drawing, painting, collage, and computer editing. The basic elements and principles of design will serve as a foundation as well as introduction to the psychology of advertising in contemporary society.



2017-2018

BUSINESS-TECHNOLOGY EDUCATION

What Can Business-Technology Education Classes Do For You?

- **Develop “life skills” needed by all consumers**
- **Expand educational options through hands-on experiences**
- **Provide a path to economic productivity**
- **Help acquire lifelong skills and habits to apply to any career**
- **Provide opportunities to apply academic content to real-life situations**
- **Provide two educational options—college prep and career prep**
- **Pretest career interests before going to college**
- **Help pay for college**
- **Broaden lifelong work and study options**
- **Develop a solid foundation of practical virtues necessary for getting along with others**

All Business-Technology Education classes are classified as Core 40 directed electives

BUSINESS EDUCATION

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

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.

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 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. 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.

***ACP Introduction to Business Administration* (Advanced Business, College Credit)**

State #4564 Level: 11, 12 (2.7 GPA) Length: 1 term

Credit: 1 credit/term

Financial problems encountered in managing individual affairs; family budgeting, installment buying, insurance, home ownership, and investing in securities. Successful completion of this class (along with payment to Indiana University) will result in the earning of 3 college credits and a GPA through IU-South Bend.

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

EXPLORING CAREERS

CAREER EXPLORATION INTERNSHIP

A Vocational Career Information Course

1 to 3 credits

Interested seniors are to apply for program with their counselors

It is a paid or unpaid work experience of a specified time period in the public or private sector that provides workplace learning in an area of student career interest and preparation.

Preference will be given to those students in the tech curriculum or college prep program. The internship provides an opportunity to experience all aspects of work in a particular career area.

JOBS FOR AMERICA'S GRADUATES (JAG)

1-2 Semesters, 1 to 2 Credits

11th and 12th Grade

This is a school-to-career program that has a mission to keep young people in school through graduation. The focus is to provide work-based learning experiences that will lead to career advancement opportunities in a post-secondary institution that leads to a rewarding career. JAG Indiana has implemented this multi-year program locally to target high school juniors and seniors. JAG is federally funded thru the Workforce Investment Act and has income guidelines and other criteria that must be documented in order to determine eligibility into the program.

AIR FORCE JUNIOR RESERVE OFFICER TRAINING CORPS(AFJROTC)

1-2 semesters, up to 8 semesters, 8 credits maximum

This course is designed to develop: (1) citizenship and patriotism, (2) leadership, (3) physical fitness, (4) self-discipline, and (5) the skills used in decision making, communications, and problem-solving. The course content and experiences enable the students to understand the role of the military with emphasis on the role of the U.S. Air Force in support of national objectives and to become familiar with basic military knowledge, gender equity issues, benefits, and requirements. Topics to be included in the course are: (1) aerospace history (flight), (2) leadership education, (3) space and exploration, (4) global responsibilities (5) substance abuse,(6) stress management (7) map reading/survival training (8) marksmanship and firearm safety, (9) military drill (armed/unarmed), (10) field activities, (11)ethics, (12) first aid and hygiene, and (13) healthy eating/exercise. Opportunities are provided to explore the core values of integrity, service and excellence. Air Force Junior Reserve Officer Training Corps programs meet the standards set forth by the U.S. Air Force.

LANGUAGE ARTS

•**English 9, 10, 11 and 12** are required levels for all students except those selected for scholars or basic classes or who elect college preparatory alternatives at the junior and senior levels.

•**Honors (H):** Students who are academically gifted, self-motivated, intellectually curious, and who possess a sound background in grammar, writing literature and speech. **Must speak with their counselor and English teacher to be considered.**

All grade levels except those marked ELECTIVE must be successfully completed to obtain an Indiana diploma. All students will be expected to demonstrate satisfactory achievement in reading, writing, and oral activities to receive a passing grade. Each student will develop a portfolio to use in the workplace or for placement in higher education. All students at all levels will be expected to use word processing to present selected products of their work. Students will not be permitted to take the 10th grade Language Arts classes until they have successfully completed the prerequisite 9th grade curriculum. **Summer school is recommended for students who fail required classes.**

ENGLISH—GRADE 9

ENGLISH 9 SKILLS

2 Semesters

1 English credit, 1 elective credit each semester

Course must be completed satisfactorily

For struggling readers (two or more years below grade level), this course covers the skills targeted by the English 9 curriculum paying particular attention to those skills needed to bring students up to grade level in reading. In this *everyday* course, students take part in whole group and small group activities at grade-level. They also read independently and complete computer assisted lessons on their individual reading levels.

ENGLISH 9A:A & 9A:B

2 Semesters, 2 Credits

Core 40 and AHD course

Through the 4 integrated study of vocabulary, 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.

Literature instruction focuses on opportunities to read and comprehend a broad variety of literature applying appropriate reading strategies to enhance reading skills and literacy appreciation.

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 learn to express ideas verbally. Oral communication should incorporate correct grammar, usage, vocabulary, reading, and composition skills. Student expectations emphasize both making presentations and being critical participants and listeners.

ENGLISH 9:H

2 Semesters, 2 Credits

Core 40 and AHD course

Must apply and be selected

The course, *Balancing Freedom and Responsibility*, is available for academically gifted students to investigate 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 non-verbal forms of communication.

ENGLISH—GRADE 10

ENGLISH 10A & 10B

2 Semesters, 2 Credits

Core 40 and AHD course

Through the integrated study of vocabulary, literature (both fiction and nonfiction), composition, and oral communication, English 10 students further develop their use of language as a tool for learning and thinking, as well as a source of pleasure. The students read short stories, essays, poems, novel, plays and full-length nonfictions text from around the world. They write academic and personal essays based on what they have read as well as on their own experiences. They have the opportunity to use technology to research topics of interest and to organize what they have learned into essays, oral presentations and formal speeches.

ENGLISH SKILLS 10

For struggling readers (two or more years below grade level), this course covers the skills targeted by the English 9 curriculum paying particular attention to those skills needed to bring students up to grade level in reading. In this *everyday* course, students take part in whole group and small group activities at grade-level. They also read independently and complete computer assisted lessons on their individual reading levels.

ENGLISH 10:H

2 Semesters, 2 Credits

Core 40 and AHD course

Must apply and be selected

The course, *Moving Toward World Citizenship*, is available for the academically gifted student to examine his/her place and position as a citizen of the universe. Students will analyze and critique in depth selected literature by various world writers and the aesthetic contributions of many artists. Students improve their verbal and non-verbal 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 non-verbal forms of communication.

ENGLISH – GRADE 11

ENGLISH 11A & 11B

2 Semesters, 2 Credits

Core 40 and AHD course

Through the integrated study of vocabulary, literature, composition, and oral communication, English 11 students further develop their use of language as a tool for learning and thinking as a source of pleasure. In English 11, students move from predominantly analyzing and using the elements of written language to making judgments based on those analyses. English 11 also incorporates a study of American literature from different periods. The composition component of language arts provides students with opportunities to produce a variety of forms including persuasive writing, synthesis and analysis of information from a variety of sources, completing complex forms, describing procedures, giving directions, and using graphic forms to support a thesis. 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 skills while learning to express ideas verbally. The formal study of grammar, usage, spelling, and language mechanics is integrated into the study of writing. Using technology, students receive instruction and practice in the writing process including prewriting, drafting, revising, editing, and publishing.

LITERATURE & COMPOSITION, ADVANCED PLACEMENT

2 Semesters, 2 Credits

Core 40 and AHD course

The course, *Relating Past, Present and Future*, is available for academically gifted students to explore American literature that illuminates the nature of American culture. Topics include the creation of American culture as seen in literature, cause and effect relationships in American Literature, American idealism and pragmatism (romantic and realistic literature) and literary styles. Students think critically and creatively and conduct independent inquiry and research as they consider these topics and present original verbal and non-verbal forms of communication

ENGLISH—GRADE 12

ENGLISH 12A & 12B

2 Semesters, 2 Credits
Core 40 and AHD course

Designed to prepare students planning to attend technical schools, two-year college programs, the military or join the work force after high school. Grade 12 continues to refine students' ability and desire to learn and communicate about language and literature. In Grade 12, students practice explaining and defending their readings to others. Students learn to identify and communicate the broad themes, trends, and cultural issues present in American and British literature. The composition component of English 12 continues to provide students with opportunities to hone their writing. Writing at this state has (1) a clearly identified audience, (2) a well articulated purpose and thesis, and (3) a structured body that fulfills its stated purpose and supports its thesis in a way accessible to its audience. Using technology, students are able to produce polished final documents. Polished writing requires following through with all phases of the writing process (prewriting, drafting, revising, editing, and publishing). The formal study of grammar, usage, spelling, and language mechanics is integrated into the study of writing.

Oral communication (speech) continues to emphasize the organization of ideas, awareness of audience, and sensitivity to context in well organized speeches.

A research paper/project and oral presentation are required. Critical issues are examined as a basis for studies and activities.

ADVANCED COMPOSITION

1 Semester, 1 Credit
Core 40 and AHD course

Advanced Composition further develops and refines writing skills introduced in other composition courses. This course provides students frequent opportunities to write for different audiences and purposes, using a process that includes (1) preprinting, (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, such as school and local newspapers, contests, and literary magazines. Students will do presentations critiquing their own writing. Students will also read and evaluate literary samples of good writing to enhance their own writing. Performance level above B- in junior language arts courses is important to adequately prepare for this course.

ENGLISH LITERATURE

1 Semester, 1 Credit
Core 40 and AHD course

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) Shakespears, (4) Donne, (5) Milton, (6) Pope, (7) Swift, (8) Austen, (9) Wordsworth, (10) Keats, (11) Mary and Percy Shelly, (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.

LANGUAGE AND COMPOSITION, ADVANCED PLACEMENT

2 Semesters, 2 Credits

Core 40 and AHD course

Prerequisite: English 9 and English 10

English Language and Composition, Advanced Placement or College Credit is a title covering any of these courses (1) a course which follows College Board Entrance Examination guidelines for advanced placement English, (2) any English course offered for credit by an accredited postsecondary institution through an adjunct agreement with a secondary school, or (3) any other postsecondary English course offered for dual credit under the provisions of 511 IAC 22-10-1-22.2-2.6. Writing assignments will be frequent, including weekly in-class essays and periodic research papers. Students will also be expected to participate fully in class discussions and make presentations. Students should make use of technological resources both in researching and in producing their papers.

ENGLISH ELECTIVES

CREATIVE WRITING

1 Semester, 1 Credit

Grade Level: 11,12

Core 40 and AHD course

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. Additionally, students learn strategies for evaluation and responding to 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.

JOURNALISM

1 Semester, 1 Credit (Can be taken for successive semesters)

Grade Level 9-12

A freshman/sophomore prerequisite for yearbook and magazine electives

An introduction to journalistic interviewing, reporting and writing techniques for newspapers, magazines and yearbooks. A “B” average in honors/academic writing classes needed.

SPEECH

1 Semester, 1 Credit

Grade Level 10 –12

Core 40 and AHD course

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 genre 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.

STUDENT PUBLICATIONS: Genesis, Magazine

Grade Levels: 9-12

Prerequisite: Journalism unless waived by the advisor

The practice of journalistic writing, reporting, and interviewing along with creative design to produce the school magazine, *GENESIS*. Advertising/circulation techniques/responsibilities also stressed. Attendance at extra work sessions is mandatory. Six semesters possible with permission of teacher required with no journalism experience. A “B” average in honors/academic writing courses required. Enrollment is determined by applications, interview and advisor approval.

STUDENT PUBLICATIONS: Yearbook

Grade Levels: 9-12

Prerequisite: Journalism unless waived by the advisor

The practice of journalistic writing, reporting, and interviewing along with creative design to produce the school yearbook, *MONOLITH*. Advertising/circulation techniques/responsibilities also stressed. Attendance at extra work sessions is mandatory. Six semesters possible with permission of teacher required with no journalism experience. A “B” average in honors/academic writing courses required. Enrollment is determined by applications, interview and advisor approval.

THEATRE ARTS

1 Semester, 1 Credit

Core 40 and AHD course

Instruction in this course enables students to (1) improvise and write plays or scenes; (2) imaginatively express thoughts, feelings, moods and characters; (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.

ADVANCED THEATRE ARTS

1 Semester, 1 Credit

Core 40 and AHD course

Prerequisite: Theatre Arts

The nature of this course allows for successive semesters of instruction at an advanced level provided that defined standards are utilized.

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 explore the historical tradition and the repertoire of the theatre. This course also allows students to 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.

FAMILY AND CONSUMER SCIENCE

CHILD DEVELOPMENT AND PARENTING I

Grade level: 9-12

Offered in fall semester

This course deals with life from conception through age two. It is recommended for all future parents (mothers and fathers) and for those considering careers as nurses, doctors, teachers, and child care workers. Topics studied are human reproduction, development, birth, child abuse, and physical, intellectual, social, and emotional development.

ADVANCED CHILD DEVELOPMENT

Grade level: 9-12

Offered in spring semester

This course is designed to provide an opportunity for students to understand and to work with children of pre-school age. Units include developmental changes in pre-school children, needs of exceptional children, communication, discipline, child neglect, maintenance of good physical and emotional health, social adjustment, selecting competent child care, and preparation for working with children. Students participate in a five week nursery school held at EMHS with community pre-school children.

NUTRITION AND WELLNESS I

Grade level: 9-12

Offered in fall & spring semester

In this study of food and its role in good health, students are introduced to principles of food preparation and use of equipment. Experiences include preparation of a variety of foods from each of the levels of the food pyramid.

NUTRITION AND WELLNESS II

Grade Level: 9-12

Offered in spring semester

Prerequisite: Nutrition and Wellness I

In this continued study of food and its role in good health, students are expanding on their skills of principles of food preparation and use of equipment. Experiences include preparation of a variety of foods from each of the levels of the food pyramid. The following things are covered: Nutrition and healthy food choices, digestion, soups and salads, vegetarian selections, beef, dairy, eggs, cakes, and yeast breads will be covered throughout the semester. Labs include cinnamon rolls, broccoli cheese soup, chicken noodle soup, cream of potato soup, biscuits and gravy, beef and broccoli stir-fry, vegetarian pizza, 7 layer taco dip, omelets, 2 layered cakes, potato salad, frozen fruit salad, Caesar salad, taco salad, pasta salad, and apple salad.

ADVANCED NUTRITION & WELLNESS (III)

Grade level: 10-12

Offered in fall semester

Prerequisite: Nutrition I and Nutrition II

Students will concentrate on presenting food in attractive and nutritious ways by applying those skills to foods from different regions. Emphasis in this class is on foods from different regions of the United States. Students will study the culture, climate, and geography of the different regions and the impact these factors have on food preparation.

HUMAN DEVELOPMENT AND FAMILY WELLNESS

Grade level: 10-12

Offered in fall semester

This is a study of the family - its history, traditions, and changing status in our society. Exploration of each stage of the life cycle, development of good communication and problem solving skills, along with the commitment to a life-long relationship are examined. The development of family traditions, changing roles for men and women, guest speakers, wedding planning, domestic violence, parenting, blended families, divorce, and aging parents are all important topics that are covered.

HUMAN AND SOCIAL SERVICES I & II

Grade Level: 11 & 12

Human and Social Services I is an introductory/exploratory course for students interested in careers in human and community services and other helping professions. Areas of exploration include family and social services, youth development, and adult and elder care, and other for-profit and non-profit services. This project-based course will help students integrate higher order thinking, communication, leadership, and management processes to conduct investigations in human and social services at the local, state, national, or global/world level. Research and development, interdisciplinary projects, and/or collaboration with postsecondary faculty, community agencies or organizations, or student organizations are appropriate approaches. Students will be introduced to human and social services professions through presentations from a variety of guest speakers, job shadowing, field trips and introductory and exploratory field experiences. Case studies, role play, and application of professional codes of ethics will be utilized reflecting the challenges of working in diverse communities. Service learning experiences are highly recommended. Achievement of applicable FACS, academic, and employability competencies will be documented through a student portfolio.

INTERPERSONAL RELATIONSHIPS

Grade level: 10-12

Offered in fall semester

Identification of and coping skills for different types of stress are critical life skills. Students will look at positive self-image, conflict resolution, anger management, and communication skills. Depression, dating violence, peer pressure, grieving, and family issues are studied.

INTRODUCTION TO FASHION & TEXTILES

Grade level: 9-12

Offered in fall semester

Today's fashions will be created by the individual from fabrics using color analysis combined with appropriate lines, textures, and designs. Selecting vs constructing garments will be compared, keeping a budget in mind. Basic machine and hand-sewing will be reviewed.

HOUSING AND INTERIOR DESIGN

Grade level: 9-12

Offered in spring semester

This course provides a background knowledge for home design. All aspects of home design: color, texture, floor design, furniture, windows, lighting, accessories, construction, along with room arrangement are explored. Historic homes and unique architecture in the Elkhart area are explored.

CONSUMER ECONOMICS

Grade level: 10-12

Offered spring semester

All aspects of managing personal finances are covered. The purchase of automobiles, clothing, food, insurance, homes, along with banking, credit use, credit cards, and possible investments are part of the course. The emphasis on budgeting and financial management skills for one's lifetime are stressed.

ENGINEERING & TECHNOLOGY

INTRODUCTION TO CONSTRUCTION 1,2

This course introduces students to basic woodworking techniques. Students gain knowledge and skills in working safely and efficiently with hand tools and power tools. In addition, they will be introduced to different types of wood and their uses.

CONSTRUCTION SYSTEMS

Prerequisites: Introduction to Construction

This course further explores the skills and concepts taught Introduction to Construction. Students will work on more advanced projects and woodworking techniques.

DESIGN PROCESSES 1, 2

Prerequisites: Algebra 1 recommended

This is an introductory computer aided drafting (CAD) course. In the first semester, basic mechanical technical drawings are introduced, including orthographic and isometric drawings both on paper and in AutoCAD. In the second semester, architectural drawings are taught, including floor plans, elevations, and mechanical layouts.

TECHNOLOGY SYSTEMS

Technology Systems introduces students to technological problem solving in a variety of areas. Topics explored include digital presentations, history and components of the PC, coding, graphic communications, and nanotechnology.

TECHNOLOGY AND SOCIETY

Like Technology Systems, this course introduces students to technological problem solving in a variety of areas. Topics explored include product development, digital music, design and production, and home architecture.

PROJECT LEAD THE WAY (PLTW)

PLTW is a series of courses for students interested in careers in engineering. Students learn engineering problem solving processes and principles, and apply them to a capstone project in the fourth year. A computer programming course is also offered as part of the engineering sequence, or as a standalone course for students interested in computer science and programming.

PLTW: INTRODUCTION TO ENGINEERING DESIGN (IED)

Prerequisites: Algebra 1

IED is a two semester course that teaches problem-solving skills using a design development process. Models of product solutions are created, analyzed, and communicated using a solid modeling computer design software.

PLTW: PRINCIPLES OF ENGINEERING (POE)

Prerequisites: Introduction to Engineering Design (IED)

POE is a two semester course that reinforces the design skills learned in IED while applying them to projects that teach a variety of engineering principles. Math and science are applied to designs in energy and power, materials and structures, control systems, and kinematics.

PLTW: COMPUTER SCIENCE PRINCIPLES

Prerequisites: Algebra 1

CSP is two semester course that introduces computer science and programming. Topics covered include app development, data visualization, cyber security, and robotics. **This course can be the third year course in the PLTW engineering sequence, or as a standalone course.**

PLTW: ENGINEERING DESIGN AND DEVELOPMENT (CAPSTONE)

Prerequisites: IED, POE, and CSE (concurrently)

In this capstone course, teams of students spend the year solving problems of their own choosing. The teams apply principles developed in the three preceding PLTW core courses. They brainstorm possibilities, research current patents and regulations, construct a working model, test the model in real life situations (or simulation), document their designs, and present and defend the design to a panel of experts.

AP Computer Science Principles

Prerequisite: Algebra I

This course is designed to be equivalent to a first semester introductory college computing course. Students will develop computational thinking skills vital for success across all disciplines, such as using computational tools to analyze and study data and working with large data sets to analyze, visualize, and draw conclusions from trends. The course is unique in its focus on fostering student creativity. Students are encouraged to apply creative processes when developing computational artifacts and to think creatively while using computer software and other technology to explore questions that interest them.

MATHEMATICS

ALGEBRA I Math Lab

Grade levels: 9-12

Core 40 & AHD course

Must be taken during the same semesters as Algebra I

Algebra Enrichment provides additional time beyond that in Algebra I for students to master the mathematical skills and thinking processes necessary for the successful completion of algebra. Topics include (1) whole numbers, (2) integers, (3) rationals, (4) decimals and their applications, (5) number theory, (6) ratios, (7) proportions, (8) percents, (9) equations, (10) graphing, (11) square roots, (12) appropriate geometric concepts. The instructional program of this course provides for the understanding and the use of the concepts as well as their application through appropriate problem-solving situations.

ALGEBRA I

Grade Levels: 9-12

Core 40 and AHD course

Algebra I provides a formal development of the algebraic skills and concepts necessary for students who will take other advanced 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) solving and graphing linear equations, (3) basic operations with polynomials, (4) solving and graphing quadratic equations and systems of equations and inequalities, (5) use of exponents, and (6) introductory topics from statistics and probability.

ALGEBRA II

Grade Levels: 10-12

Core 40 and AHD course

Prerequisite: Algebra I

Algebra II is a course which expands on the topics of Algebra I and provides further development of the concept of a function. The expanded topics of the course include (1) the theorems and algorithms of algebra, (2) polynomials and polynomial functions, (3) rational exponents (4) the complex numbers, sequences, and series, (5) the properties and graphs of circles and parabolas, (6) permutations and combinations, (7) matrices and (8) exponential and logarithmic functions.

ALGEBRA II:H

2 Semesters, 2 Credits

Grade Levels: 10-12

Core 40 and AHD course

Students must apply through selection process. Prerequisite: Algebra I

Algebra II:H is a course which expands on the topics of Algebra I and provides further development of the concept of a function. Honors Algebra has an emphasis placed on problem solving and on communication of mathematical ideas, particularly the connections between the various disciplines of study and the interdependence of the various branches of mathematics. In addition, attention is given to the various number systems, their properties, and interrelationships. The expanded topics of the course include (1) the theorems and algorithms of algebra, (2) polynomials and polynomial functions; (3) rational exponents, (4) the complex numbers, sequences and series, (5) the properties and graphs of conic sections, (6) permutations and combinations, (7) matrices and (8) exponential and logarithmic functions.

ACP FINITE MATHEMATICS

2 Semesters, 2 Credits

Grade Levels: 11 -12

Core 40 and AHD course

Finite Mathematics is an umbrella of mathematical topics. 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.

GEOMETRY

2 Semesters, 2 Credits

Grade Level: 9-12

Core 40 and AHD course

Prerequisite: Algebra I, Algebra II

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. Use of graphing calculators and computer drawing programs is encouraged.

ALGEBRA II H

2 Semesters, 2 Credits

Grade Level: 9-12

Core 40 and AHD course

Student must apply through a selection process. Prerequisite: Algebra I, Algebra II

Integrated Math III;H provides students with experiences that deepen the understanding of shapes and their properties, also related issues/problems. 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. Use of graphing calculators and computer drawing programs is encouraged. 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.

PRE-CALCULUS

2 Semesters, 2 Credits

Grade Levels: 11, 12

AHD course

Prerequisite: Algebra II

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, rationals, logarithmic, exponential, and trigonometric.

PRE-CALCULUS H

2 Semesters, 2 Credits

Grade Levels: 10, 11, 12

AHD course

Prerequisite: Algebra II

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, rationals, and logarithmic, exponential, trigonometric, parametric, and polar equations. Other topics include vectors and matrix applications.

CALCULUS AB or BC, ADVANCED PLACEMENT

2 Semesters, 2 Credits

Grade Level: 12

Core 40 and AHD course

Prerequisite: Pre-Calculus

Calculus is a course which provides students with the content that has been established by the College Board. Generally, topics include (1) limits, (2) continuity, (3) derivatives, (4) definite integrals and (5) techniques of integration involving rational, trigonometric, logarithmic, and exponential functions. This course also includes applications of the derivative, the integral, and theory of calculus. The use of graphing technology is required.

STATISTICS:AP

Prerequisite: Algebra II & Geometry

Statistics, Advanced Placement is a course based on content established by the College Board. The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Topics include: (1) exploring data: describing patterns and departures from patterns (2) sampling and experimentation: planning and conducting a study, (3) anticipating patterns: exploring random phenomena using probability and simulation, and (4) statistical inference: estimating population parameters and testing hypotheses. The use of graphing calculators and computer software is required.

MATH 10

2 Semesters, 2 credits

Grade Levels : 9 - 12

Elective credit

Math 10 is a new 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.

CCR BRIDGE: MATH READY

2 Semesters, 2 Credits

Grade Levels 11,12

Core 40 and AHD course

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. Math Ready 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.

COMPUTER SCIENCE A, ADVANCED PLACEMENT

2 semesters, 2 credits

Core 40 & AHD course

Prerequisites: Algebra I

Math Credit

Computer Science A, Advanced Placement is a business mathematics course that provides students with the content established by the College Board. The course emphasizes object-oriented programming methodology with a concentration on problem solving and algorithm development, and also includes the study of data structures, design, and abstraction. The course provides students an alternative to taking pre-calculus or calculus to fulfill the four-year math requirement for graduation.

COLLEGE ENTRANCE PREPARATION

1 semester, 1 credit

Core 40 & AHD course

Prerequisite: Grade 10, 11, 12 (1st sem) Alg II (or concurrent)

Elective Credit

This course utilizes individual student score reports from the PSAT and/or the PLAN to prepare students for the SAT, ACT, and the Accuplacer assessments. Students will receive targeted instruction to strengthen their foundations in critical reading, writing, mathematics, and science. As appropriate, the course will also encompass test taking strategies to prepare students for success on a high-stakes assessment.

MUSIC

ADVANCED CONCERT BAND

1 Semester, 1 Credit

Core 40 and AHD course

May be taken for successive semesters

**Prerequisites: Beginning Concert Band, Intermediate Concert Band and Instructor Approval
Two Sections are open in the 2nd semester by audition.**

Advanced Concert Band provides students with a balanced comprehensive study of music through the concert band which develops skills in the psychomotor, cognitive, and effective 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. Time outside of the school day may be scheduled for dress rehearsals and performances. Public performances 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.

The fall semester is made up of marching band. All band students are required to successfully complete one year (Freshmen year) in marching band. Once this requirement is met, marching band participation is an option to the students.

JAZZ ENSEMBLE

1 Semester, 1 Credit

Core 40 and AHD course

Course may be taken for successive semesters

Prerequisite: Instructor approval, also simultaneously enrolled in another band or orchestra class.

Two sections are open in both semesters by audition.

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, public performances 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.

Student participants must also be receiving instruction in another band or orchestra class offering at the discretion of the director. The only exception to this requirement is for guitar or piano players who have not been enrolled in band or orchestra classes previously.

INTERMEDIATE ORCHESTRA

1 Semester, 1 Credit

Core 40 and AHD course

Course may be taken for successive semesters

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. 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.

ADVANCED ORCHESTRA

1 Semester, 1 Credit

Core 40 and AHD course

Course may be taken for successive semesters

Prerequisites: Beginning Orchestra, Intermediate Orchestra, and instructor approval

Two sections are open in both semesters by audition.

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 other subject areas. Ensemble and solo activities are designed to develop elements of musicianship. Evaluation of music and music performances is included.

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 dress rehearsals and performances. Public performances 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.

BEGINNING CHORUS: Male & Female (Women's Treble Choir)

1 Semester, 1 Credit

Core 40 and AHD course

Course may be taken for successive semesters

Students taking Beginning Chorus develop musicianship and specific performance skills through ensemble and solo singing. The chorus may be composed of (1) male chorus, (2) female chorus, (3) mixed chorus, or any combination thereof. 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. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Chorus classes provide instruction in

creating, performing, conducting, listening to, and analyzing, in addition to focusing on the specific subject matter. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Students have the opportunity to experience live performances by professionals during and outside of the school day. 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 (Int. Chorus: Concert Choir)

1 Semester, 1 Credit

Core 40 and AHD course

This course may be taken for successive semesters

Prerequisite: Beginning Chorus and Instructor Approval

Intermediate Chorus provides students with opportunities to develop musicianship and specific performance skills through ensemble and solo singing. The chorus may be composed of (1) male chorus, (2) female chorus, (3) mixed chorus, or any combination thereof. Activities create the development of quality repertoire in the diverse styles of choral literature that is appropriate in difficulty and range for the students. Instruction is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Chorus classes provide instruction in creating, performing, conducting, listening to, and analyzing, in addition to focusing on the specific subject matter. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Students also have the opportunity to experience live performances by professionals during and outside of the school day. 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.

ADVANCED CHORUS (Adv. Chorus: Chamber Choir)

1 Semester, 1 Credit

Core 40 and AHD course

This course may be taken for successive semesters

Prerequisites: Beginning Chorus, Intermediate Chorus, and instructor approval

Students taking Advanced Chorus develop musicianship and specific performance skills through ensemble and solo singing. The chorus may be composed of (1) male chorus, (2) female chorus, (3) mixed chorus or any combination thereof. Activities create the development of a quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Instruction is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate

music study into other subject areas. Chorus classes provide instruction in creating, performing, conducting, listening to, and analyzing, in addition to focusing on the specific subject matter. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Students have the opportunity to experience live performances by professionals during and outside of the school day. 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.

CHORAL CHAMBER ENSEMBLE (Madrigals)

1 Semester, 1 Credit

Core 40 and AHD course

This course may be taken for successive semesters

Prerequisite: Instructor approval

Student musicianship and specific performance skills in this course are enhanced through specialized small group instruction. The activities expand the repertoire of a specific genre. 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. Students have the opportunity to experience live performances by professionals during and outside of the school day. 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 the learning in the classroom.

PIANO AND ELECTRONIC KEYBOARD

1 Semester, 1 Credit

Core 40 and AHD course

This course may be taken for successive semesters

Students taking this course are offered one-on-one piano/keyboard lessons in order to develop general musicianship and musical proficiency. Instruction is designed so that students integrate, examine, define, extend, and refine musical study among and with other subject areas. Students (1) perform with proper posture, hand position, fingering, rhythm and articulation; (2) compose and improvise melodic and harmonic excerpts, (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. Written assessments and class recitals measure and enforce musical progress.

MUSIC THEORY AND COMPOSITION (Also offered as an Advanced Placement course)

1 Semester, 1 Credit

Grade Level: 9-12

Core 40 and AHD course

Prerequisite: Previous/current membership in a school music ensemble or instructor approval

Students taking this course develop skills in the Common Practice analysis of music, musical notation, and compositional/theoretical concepts. Students develop ear-training, sight-singing, and melodic/harmonic dictation skills in order to supplement and enhance written concepts. Students study a wide survey of musical styles and forms spanning the 1600's-present day and utilize traditional and non-traditional music notation and sound sources as tools for composing and evaluating simple and advanced musical concepts alike.

MUSIC APPRECIATION (Vocal Jazz 1 (Advanced) & Vocal Jazz 2 (Intermediate))

1 Semester, 1 Credit

Grade level: 9-12

Core 40 and AHD course

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.

RHYTHM AND DANCE (DRILL TEAM)

1 Semester, 1 Credit

Grade level: 9-12

Prerequisite: Auditions are required.

A precision dance and drill team that performs with the marching band at all home football and basketball games and state contest. Additional performances may include parades, concerts, and community activities

Health & Physical Education

HEALTH EDUCATION

1 Semester, 1 Credit

Grade level: 10-12

Core 40 and AHD course

This course offers students an opportunity to develop knowledge, concepts, skills, behaviors, and attitudes related to student health and well-being. Students are provided with opportunities to explore the effect of health behaviors on an individual's quality of life.

PHYSICAL EDUCATION I

1 Semester, 1 Credit

Grade level 9-12

Core 40 and AHD course

The emphasis is on health-related fitness and developing the skills and habits necessary for a lifetime of activity. 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

1 Semester, 1 Credit

Grade level: 10-12

Core 40 and AHD course

Prerequisite: Physical Education I

Secondary Physical Education II emphasizes a personal commitment to lifetime activity and fitness. This course provides students with opportunities to achieve and maintain a health-enhancing level of physical fitness and to increase their knowledge of fitness concepts. Ongoing assessment includes both written and performance-based skill evaluations. This course will also include a discussion of related careers. 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

DANCE AND MOVEMENT

1 Semester, 1 Credit

Grade level: 9-12

This course is an introduction to dance. Areas covered include creative movement, ballet, jazz,

tap, and modern dance. Opportunities for group choreography, social dance and performance.

TEAM SPORTS ADVANCED PE 2

1 Semesters 1 Credit Can take for successive credits

Grade level: 9-12

Prerequisite: PE I AND PE II

This course deals with team sports. It is designed to develop advanced skills and techniques and strategies in some of the following sports: basketball, football, softball, volleyball, and team handball.

WEIGHT TRAINING ADVANCED PE 5

1 Semester, 1 Credit Can take for successive credits

Grade level: 10-12

Prerequisite: Physical Education I & II

This course is an introduction to physical development through weight training. Students are introduced to spotting, lifting techniques, and muscular physiology. Cardiovascular, muscular strength, muscle tone, and total body fitness are the points of focus

OFFICIATING ADVANCED PE 6

2 SemesterS, 2 CreditS

Grade level: 10-12

The purpose of this course is to enable students to acquire basic knowledge of team sports play, develop skills in specified team sports, and maintain or improve health-related fitness. The content should include, but not be limited to the following: safety practices, rules, terminology, etiquette, history of the sports, sportsmanship, correct techniques in performing skills, consumer issues, benefits of participation, fitness activities, and assessment of skills and fitness assessments. The sports offered may include but not limited to basketball, flag football, soccer, softball and volleyball.

A knowledge of rules pertaining to each sport will be optimized and the goal will be certification from the state association as a registered official.

SCIENCE

BIOLOGY I

2 Semesters, 2 Credits

Core 40 and AHD course

Biology I provides, through regular laboratory and field investigations, a study of the structures and functions of living organisms and their interactions with their environment. At a minimum, this study explores 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 have opportunities to (1) gain an understanding of the history of the development of biological knowledge, (2) explore the uses of biology in various careers, and (3) cope with biological questions and problems related to personal needs and social issues.

BIOLOGY II, Genetics

2 Semesters, 2 Credits

Core 40 and AHD course

Prerequisite: Biology I

This advanced biology course is built around laboratory investigations that expand upon genetic concepts learned in Biology 1. Students will perform DNA fingerprinting, study patterns of inheritance in fruit flies, and learn to statistically analyze data. Cellular reproduction, biochemical reactions and microbiology will also be investigated. Strongly recommended for students planning to enter a biological field.

AP ENVIRONMENTAL SCIENCE

2 Semesters, 2 Credits

Core 40 and AHD

Prerequisite: Biology I, passing ECA's/ISTEP

The goal of the course is to not only prepare the student for the AP Environmental Science Exam but to also give them the knowledge to look at an environmental situation and devise ways to solve the problem without harming the environment or causing issues with those populations. This will be done through a series of scenarios in editing, discussion, and debate over plausible solutions. **SC 11, SC 15, SC16.** This course will also have a series of laboratory investigations that will challenge the student to log data, and then graph it as well as interpreting the total data taken. Laboratory and fieldwork will all require a written report within their lab notebooks as provided. This work will be given at least one class period a week but will most likely average to about 40-55 days total. **SC13, SC14, SC17.**

BIOLOGY II, ENVIRONMENTAL SCIENCE

2 Semesters, 2 Credits

Core 40 and AHD course

Prerequisite: Biology I

Students investigate standard ecological concepts as well as local environmental issues. Through text and enrichment activities, students examine the impacts of human populations on natural resources, water quality and availability, the atmosphere and the environment in general. We explore issues regarding our quest for energy, food, waste disposal, consumption of manufactured products and sustainability. Underlying this study is the opportunity for students to identify their personal impact and to develop a higher standard of personal environmental accountability.

BIOLOGY, ADVANCED PLACEMENT

2 Semesters, 2 Credits

Core 40 and AHD course

Prerequisite: Biology I and Chemistry I (or concurrent)

The AP Biology course is designed to be the equivalent of a two-semester college introductory biology course usually taken by biology majors during their first year. AP Biology should include those topics regularly covered in a college biology course for majors. It aims to provide students with the conceptual framework, factual knowledge and analytical skills necessary to deal critically with the rapidly changing science of biology.

ANATOMY & PHYSIOLOGY

1 Semester, 1 Credit

Core 40 and AHD course

Prerequisite: Biology I (required), Health (strongly recommended)

This is a rigorous course providing content and experience for understanding human anatomy and physiology. It is recommended for students who have an interest in a health-related career and have strong science skills. Students will study the structure and functions of the various body systems with special emphasis on homeostasis. Various laboratory investigations and dissections form an integral part of the course.

PHYSICS I

2 Semesters, 2 Credits

Core 40 and AHD course

Physics 1 is an algebra-based, introductory college-level physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits.

PHYSICS II

2 Semesters, 2 Credits

Core 40 and AHD course

Physics 2 is an algebra-based, introductory college-prep physics course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore these topics: fluids; thermodynamics; electrical force, field, and potential; electric circuits; magnetism and electromagnetic induction; geometric and physical optics; and quantum, atomic, and nuclear physics.

PHYSICS I, ADVANCED PLACEMENT

2 Semesters, 2 Credits

Core 40 and AHD course

AP Physics 1 is an algebra-based, introductory college-level physics course. Students will take an end-of-course college board exam to determine placement and engage in a greater rigor than the college-prep course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore topics such as

Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits.

PHYSICS 2, ADVANCED PLACEMENT

2 Semesters, 2 Credits

Core 40 & AHD Course

Prerequisite: AP Physics I or a year of physics and the recommendation of the physics teacher.

Students should have completed algebra and geometry, be enrolled / completed a higher level math class.

AP Physics 2 is an algebra-based, introductory college-level physics course. Students will take an end-of-course college board exam to determine placement and engage in a greater rigor than the college-prep course. Students cultivate their understanding of Physics through inquiry-based investigations as they explore these topics: fluids; thermodynamics; electrical force, field, and potential; electric circuits; magnetism and electromagnetic induction; geometric and physical optics; and quantum, atomic, and nuclear physics.

CHEMISTRY, ADVANCED PLACEMENT

2 Semesters, 2 Credits

Core 40 and AHD course

Prerequisite: Chemistry I or science teacher recommendation

Advanced Placement Chemistry is a course which follows College Board entrance examination guidelines for advanced placement chemistry. This course is designed to help students gain a solid background equivalent to the first year of college inorganic chemistry, including the corresponding lab work. Problem solving and critical thinking skills are more fully developed, and they are essential to success in this course.

CHEMISTRY I

2 Semesters, 2 Credits

Core 40 and AHD course

Chemistry I allows students to synthesize useful models of the structure of matter and the mechanisms of its interactions through laboratory investigations of matter and its chemical reactions. Students have opportunities to (1) gain an understanding of the history of chemistry, (2) explore the uses of chemistry in various careers, (3) cope with chemical questions and problems related to personal needs and social issues, and (4) learn and practice laboratory safety, and (5) develop problem solving and critical thinking skills that will be essential when they go to college.

INTEGRATED CHEMISTRY-PHYSICS

2 Semesters, 2 Credits

Core 40 and AHD course

Integrated Chemistry-Physics introduces the fundamental concepts of scientific inquiry, the structure of matter, chemical reactions, forces, motion and the interactions between energy and matter. This course will serve students as a laboratory-based introduction to possible future course work in chemistry or

physics while ensuring a mastery of the basics of each discipline. The ultimate goal of the course is to produce scientifically literate citizens capable of using their knowledge of physical science to solve real-world problems and to make personal, social, and ethical decisions that have consequences beyond the classroom walls.

SUMMER COURSES

Field Experience in Earth Science

1 Credit

Grade Level: 9-12

Ten days of local class work. The class takes a 14 day field trip for site work at Silverton, Colorado.

Biology II, Marine Biology

1 Credit

Grade Level: 10-12

After four days of local class work, the class takes a 13 day field trip for work on site in northern New England (Bar Harbor, Maine).

SOCIAL SCIENCES

ECONOMICS

1 Semester, 1 Credit

Grade Level: 11,12

Core 40 and AHD course

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.

PSYCHOLOGY

1 Semester, 1 Credit

Grade Level: 11,12

Core 40 and AHD course

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.

AP PSYCHOLOGY

1 Semester, 1 Credit

Grade Level: 11, 12

Core 40 and AHD course

Psychology, Advanced Placement is a course based on content established by the College Board. This course is designed to introduce students to the systematic and scientific study of the behavior and mental processes. Topics include: (1) history and approaches, (2) research methods, (3) biological bases of behavior, (4) sensation and perception, (5) states of consciousness, (6) learning, (7) cognition, (8) motivation and emotion, (9) developmental psychology, (10) personality, (11) testing and individual differences, (12) abnormal psychology, (13) treatment of psychological disorders, and (14) social psychology.

SOCIOLOGY

1 Semester, 1 Credit

Grade Level: 11,12

Core 40 and AHD course

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 organization, (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.

CURRENT ISSUES, PROBLEMS, AND EVENTS

1 Semester, 1 Credit

Grade Level: 10- 12

Core 40 and AHD course

Current, Issues, Problems, and Events is designed to allow students to study the effects of domestic and global events on the United States and on the global community. Students will discuss major contemporary issues and how Americans feel and react to such issues. Students will be involved in discussions/debates and will be expected to participate in a seminar/discussion format. The topics covered in the course will vary over the semester, based on major issues in the news.

UNITED STATES GOVERNMENT

1 Semester, 1 Credit

Grade Level: 11,12

Core 40 and AHD course

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 State government also offers students opportunities to develop knowledge, inquiry skills, and the means to preserve and improve our constitutional democracy.

UNITED STATES GOVERNMENT, ADVANCED PLACEMENT

1 Semester, 1 Credit

Grade Level: 11,12

Core 40 and AHD course

Suggested Prerequisite: United States Government

Government, Advanced Placement or College Board Entrance Examination guidelines for advanced placement government and government course offered for credit by an accredited postsecondary institution through an adjunct agreement with a secondary school or any other postsecondary government course offered for dual credit under the provisions of 5111 AC 22-10.1-22.2-1-2.6. U.S. 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 U.S. government also offers students opportunities to develop knowledge, inquiry skills, and the means to preserve and improve our constitutional democracy.

GEOGRAPHY AND HISTORY OF THE WORLD

2 Semester, 2 Credit

Grade Level: 9-12

Core 40 and AHD course-Required

Geography and History of the World is designed to enable students to use geographical and historical tools and skills to deepen their understanding of major global themes including the origin and spread of world religions; exploration; conquest imperialism; urbanization; and innovations and revolutions. The historical geography concepts used to explore the global themes include change over time, origin, diffusion, physical systems, cultural landscapes, spatial distribution/patterns, and interaction/relationships. Students use knowledge, tools, and skills obtained from this course in order to analyze, evaluate, and make predictions about major global developments. This course is designed to nurture responsible citizenship, to encourage the development of critical thinking skills and to promote lifelong learning.

WORLD HISTORY, ADVANCED PLACEMENT

2 Semester, 2 Credit

Grade Level: 9-12

Core 40 and AHD course

Must be recommended by teacher, make application, and be accepted through the selection process of the honors program

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. 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

UNITED STATES HISTORY

2 Semesters, 2 Credits

Grade Level: 10-12

Core 40 and AHD course

This course is required for graduation. In the course students will participate in class discussions, work in small groups, listen to lecture, 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 State, the chronology of American history, citizenship, story of labor and management problems, history of court decisions and current events.

ACP UNITED STATES HISTORY

2 Semesters, 2 Credits

Grade Level 11,12

Core 40 and AHD course

United States History, Advanced Placement or College Credit is a title covering any of these courses (1) a course which follows College Board Entrance Examination guidelines for advanced placement United State History, (2) any United States History course offered for credit by an accredited postsecondary institution through an adjunct agreement with a secondary school, or (3) any other postsecondary United States History course offered for dual credit under the provisions of 511 IAC 22-10.1-22.2-1-2.6. 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.

AP MICROECONOMICS

2 Semester, 2 Credits

Grade Level: 12

Core 40 and AHD course

AP Microeconomics is a course based on content established by the College Board. This course is an introduction to microeconomic theory and policy, and covers the behavior of individual consumers and producers as they allocate scarce resources among alternative uses. Topics of demand and supply analyses, consumer behavior, characteristics of firms, and costs of production and output and price decisions of firms operating under different market conditions will be studied. The central themes include how and why markets work to allocate resources, why they may fail, and implications for social policies. Insofar as possible, theoretical concepts will be given operational content, but the main emphasis is on the tools of economic thinking.

HUMAN GEOGRAPHY, ADVANCED PLACEMENT

2 Semesters, 2 Credits

Grade Level: 9 or 10

Core 40 and AHD course

AP Human Geography is a college level introductory course in Human Geography. The purpose of this course is to introduce to the systematic study of patterns and processes that have shaped humans' understanding, use and alteration of Earth's surface. Nature of and perspectives on geography, population, cultural patterns and processes, political organization of space, agricultural and rural land use, industrial and economic development, and cities and urban land use are the topics that are to be studied. Another goal of this course is to prepare students to perform adequately on the **AP Human Geography Exam** in May. Students can earn up to six college credit hours based upon their score on the AP Human Geography Exam. All students *must* take the exam. Any student who does not register and take the exam will be removed from this course.

SPECIAL EDUCATION

(This section will be adjusted once the IDOE creates new courses for next year)

ENGLISH 1W, 2W

Grade Level 9

Skill development in oral and written communications. Basic reading skills, comprehension skills, grammar, study skills, and spelling will be stressed. Novels and short stories will be read. A resume will be developed. **An applied skills portfolio will be started.**

ENGLISH 3W, 4W

Grade Level 10

Essential reading, writing and spelling skills will be stressed. This class will be a continuation of proper grammar usage and comprehension skills. Novels and short stories will be read. Telephone book and reading different forms will also be taught.

ENGLISH 5W, 6W

Grade Level 11

Essential reading, writing and spelling skills will be stressed. Creative writing, filling out forms and applications, grammar, and using a dictionary will be some of the units covered. Novels and short stories will be read.

ENGLISH 7W, 8W

Grade Level 12

Essential reading, writing and spelling skills will be stressed. Letter writing, report writing, grammar in the work place will be units covered. Novels and short stories will be read. **An applied skills portfolio will be completed.**

MATH 1W, 2W

Grade Level 9

This course provides student opportunities to develop basic mathematic skills, while dealing with math as it relates to the real world. Topics include, but are not limited to, whole number operations, decimals, measuring, and money management.

MATH 3W, 4W

Grade Level 10

This course provides students with continued exposure to whole number operations, and an introduction to integers, decimals, graphing, and equations, while reinforcing basic operations and mathematic skills related to daily living skills.

WORLD HISTORY 1W, 2W

1 Semester, 1 Credit

Grade Level 9

The course focuses on an understanding of the different countries of the world. Special emphasis is placed on history, tradition, customs, and physical geography. Additional focus is given to local, state, and national geography and practical uses for map skills.

U.S. HISTORY 1W, 2W

Grade Level 11

Students will study the important events, people and beliefs in United States History as well as related Elkhart and Indiana History. The contributions of local history are stressed.

AMERICAN GOVERNMENT 1W, 2W

Grade Level 12

Focuses on the development of responsible citizens through the understanding of the social, political, and economic operations of the United States government. Special emphasis is placed on state and local government operations and services, and on current events.

PREVOCATIONAL INFORMATION 1W, 2W

Grade Level 10

Prerequisite for Vocational Information

Designed as the first step toward a vocational co-op program as determined by student's IEP Transition Plan. Course covers pre-employment skills, with an emphasis on application skills, resume writing skills, vocational assessments and career research.

VOCATIONAL INFORMATION 1W, 2W

Grade Level 11

Course is required to be taken in conjunction with the WOCT on-the-job experience as determined by student's IEP Transition Plan. This course covers problem solving on the job, economics of a business, paycheck management, auto financing, apartment rentals, and other life skills related to employment.

VOCATIONAL INFORMATION 3W, 4W

Grade Level 12

Course is required to be taken in conjunction with the WOCT on-the-job experience as

determined by student's IEP Transition Plan. This course covers quality control, employee units, employee benefits, industrial management expectations, budgeting, job attitudes and life management skills.

WOCT 1W, 2W, 3W, 4W, and LD or EH
Work Orientation Cooperative Training

Grade Level 11, 12

Course is only offered to students who are also enrolled in Vocational Information courses their junior and senior years, and whose participation is determined by student's IEP Transition Plan. Students may work in a business part-time for skill development, problem solving on the job, work experience, and developing competitive job skills for employment after graduation. It is closely supervised and monitored by the WOCT Coordinator. Students may work from 15 to 25 hours per week, earning salaries as well as school credits, or they may participate in volunteer worksite experiences.

BASIC SKILLS

1 Semester, 1 Credit

Grade Level 9,10,11,12

Elective Credit for Diploma students

Basic Skills development provides students opportunities to develop or practice skills in reading, writing, listening, speaking, note taking, studying, and organizational skills. First semester Basic Skills curriculum is based on the text, *The 7 Habits of Highly Effective Teens*. Second semester Basic Skills curriculum is based on the text, *The 6 Most Important Decisions You'll Ever Have to Make*. Both semester emphasize goal setting and decision making that will positively influence the future.

TEENAGE PARENT PROGRAM (TAPP)

HUMAN DEVELOPMENT AND FAMILY WELLNESS*Both 1st & 2nd Semesters*

This course covers human reproduction, prenatal care, fetal development, nutrition, labor and delivery, post-natal health concerns, family planning and choices.

ADULT ROLES AND RESPONSIBILITIES 1 *1st Semester-may be listed as Interpersonal Relationships*

This course centers on discovery of one's self physically and emotionally through the study of value clarification, self-concept, and communication skills, positive decision making and behavior, and personal and family relationships.

ADULT ROLES AND RESPONSIBILITIES 2 *2nd Semester*

This course emphasizes the concerns of the young parent during and after high school (finding a job, childcare, living independently, college, vocational training, etc.).

CHILD DEVELOPMENT AND PARENTING 1 *Both 1st & 2nd Semesters*

Focus is on the study of physical, intellectual and emotional development from birth through age two. Emphasis throughout this course is on positive parenting skills, appropriate discipline practices, and infant/toddler daily care.

INDEPENDENT STUDY*Both 1st & 2nd Semesters*

A semester course is available to self-motivated students who have completed all levels of the TAPP courses. A plan of study will be developed cooperatively by the teacher and students.

STUDENT ASSISTANT*Both 1st & 2nd Semesters*

With the Director's approval, a student assistant position is available to self-motivated students who have completed all levels of the TAPP courses during the first three periods of the day.

WORLD LANGUAGES

The World Language Department courses provide students with opportunities to: respond to and give oral directions and commands and to make routine requests in the class room and public places understand and use appropriate forms of address in courtesy expressions and be able to tell about daily routines and events ask and answer simple questions and participate in brief guided conversations related to their needs and interests read isolated words and phrases in a situational context, such as menus, signs, and schedules comprehend brief written directions and information read short narrative text on simple topics write familiar words and phrases in appropriate contexts and respond in writing to various stimuli Additionally, students learn: about nonverbal communication, such as gestures and body language about awareness of current events in the cultures the major holidays and geographical features of the countries being studied greeting and leave taking behaviors in a variety of social situations the appropriate way to respond to introductions and use courtesy behaviors appropriate etiquette in a variety of social settings

FRENCH I

2 Semesters, 2 Credits

Core 40 and AHD course

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 world language, as well as the many reasons for learning languages.

FRENCH II

2 Semesters, 2 Credits

Core 40 and AHD course

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.

FRENCH III

2 Semesters, 2 Credits

Core 40 and AHD course

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 cultures and demonstrate a willingness to converse in French.

FRENCH IV—V

2 Semesters, 2 Credits

Core 40 and AHD course

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.

GERMAN I

2 Semesters, 2 Credits

Core 40 and AHD course

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 world language, as well as the many reasons for learning languages.

GERMAN II

2 Semesters, 2 Credits

Core 40 and AHD course

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

GERMAN III

2 Semesters, 2 Credits

Core 40 and AHD course

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 gives students further insight into the literature, history, arts and culture of the German-speaking world.

GERMAN IV—V

2 Semesters, 2 Credits

Core 40 and AHD course

German IV provides students more specialized experience in order to refine the four skills of listening, speaking, reading and writing skills. 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.

JAPANESE I

2 Semesters, 2 Credits

Core 40 and AHD course

Japanese I introduces students to the pronunciation and intonation patterns, the basic grammatical structures and vocabulary of the language. Beginning students 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 world language, as well as the many reasons for learning languages.

JAPANESE II

2 Semesters, 2 Credits

Core 40 and AHD course

Japanese II offers students 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 are 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.

JAPANESE III

2 Semesters, 2 Credits

Core 40 and AHD course

Japanese III offers students 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.

JAPANESE IV—V (AP Japanese IV will also be offered)

2 Semesters, 2 Credits

Core 40 and AHD course

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

JAPANESE, ADVANCED PLACEMENT

2 Semesters, 2 Credits

Core 40 and AHD

AP Japanese Language and Culture is a course established and copyrighted by the College Board and follows the College Board course guidelines for AP Japanese Language and Culture. The course prepares students to be successful on the AP Japanese Language and Culture exam. The course is not intended to be used as a dual credit course.

The AP Japanese Language and Culture course emphasizes communication (understanding and being understood by others) by applying interpersonal, interpretive, and presentational skills in real-life situations. This includes vocabulary usage, language control, communication strategies, and cultural awareness.

The AP Japanese Language and Culture course strives not to emphasize grammatical accuracy at the expense of communication. To best facilitate the study of language and culture, the course is taught almost exclusively in Japanese. The AP Japanese Language and Culture course engages students in an exploration of culture in both contemporary and historical contexts. The course develops students’ awareness and appreciation of social, political, and educational issues (e.g., the role of religion in society, traditional versus modern gender roles), as well as more traditional topics (e.g., arts, customs, festivals, geography, and history). Throughout the course, students develop interpersonal skills that enable them to request and confirm the receipt of information, ask for and provide directions, and issue and respond to invitations. They also develop more cognitively challenging functional language skills, including the ability to compare phenomena, express opinions and preferences, and discuss life experiences. Additionally, students develop a command of a significant number of the most prevalent kanji characters used in Japanese writing

LATIN I

2 Semesters, 2 Credits
Core 40 and AHD course

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.

LATIN II

2 Semester, 2 Credits
Core 40 and AHD course

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

LATIN III

2 Semesters, 2 Credits
Core 40 and AHD course

Latin III enables students 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 work study activities. Reading selections, with a special emphasis on prose, 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.

LATIN IV—V

2 Semesters, 2 Credits
Core 40 and AHD course

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.

SPANISH I

2 Semesters, 2 Credits
Core 40 and AHD course

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 world language, as well as the many reasons for learning world 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.

SPANISH II

2 Semesters, 2 Credits
Core 40 and AHD course

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 extra-curricular activities. Students converse about daily activities and personal interests. Students continue the study of the Spanish-speaking world and its culture.

SPANISH III

2 Semesters, 2 Credits
Core 40 and AHD course

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 materials will consist of short stories and articles. Hispanic culture is integrated into this course. Students demonstrate a willingness to converse in Spanish. A high level of self-motivation and individual responsibility is needed to complete special projects.

SPANISH IV—V

2 Semesters, 2 Credits
Core 40 and AHD course

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.

LANGUAGE FOR HERITAGE SPEAKERS

2 Semesters, 2 Credits

Core 40 and AHD course

Language for Heritage Speakers is designed for Spanish-speaking students who want to maintain & improve their ability to read & write in standard Spanish, which is required in universities & the business world. It is not a course for English-speaking students who want to learn Spanish, nor is it an ESL (English as a Second Language) course.

This course will emphasize learning how to write & spell correctly & improve reading skills. It will also include vocabulary study. We recognize that the students will be entering this course with various abilities, according to the level of education that they have had in Spanish. Therefore, there will be a lot of individual & group work. The student who chooses this course must indicate that he / she possesses the self-discipline necessary for working independently.

AMERICAN SIGN LANGUAGE I

2 Semesters, 2 Credits

Core 40 and AHD course

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 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 dialogues; 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.

AMERICAN SIGN LANGUAGE II

2 Semesters, 2 Credits

Core 40 and AHD course

Prerequisite: Passing grades in ASL I

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.

AMERICAN SIGN LANGUAGE III (ASL III)

2 Semesters, 2 Credits

Core 40 and AHD course

Prerequisite: Passing grades in ASL I and II

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.

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