

RICHMOND HIGH SCHOOL  
**2020-2021**  
**CURRICULUM GUIDE**

YOUR RESOURCE FOR HIGH SCHOOL, COLLEGE, & CAREER PLANNING



Home of the

**Red**  
**Devils**

RICHMOND HIGH SCHOOL (765) 973-3424 FAX (765) 973-3716

380 HUB ETCHISON PARKWAY, RICHMOND, IN 47374

[www.werichmond.com](http://www.werichmond.com)

**ADMINISTRATION**

Rae Woolpy

*Principal*

973-3314

[raew@rcs.k12.in.us](mailto:raew@rcs.k12.in.us)

Josh Amyx

*Assistant Principal*

973-5415

[josha@rcs.k12.in.us](mailto:josha@rcs.k12.in.us)

Stephanie Baker

*Assistant Principal*

973-3393

[stephaniec@rcs.k12.in.us](mailto:stephaniec@rcs.k12.in.us)

Laura Brazil

*Associate Principal*

973-3436

[lbrazil@rcs.k12.in.us](mailto:lbrazil@rcs.k12.in.us)

Rusty Hensley

*Director of Career Education*

973-3307

[rhensley@rcs.k12.in.us](mailto:rhensley@rcs.k12.in.us)

Warren Cook

*Athletic Director*

973-3316

[wcook@rcs.k12.in.us](mailto:wcook@rcs.k12.in.us)**COUNSELORS**

Alyssa Wysong

*(9<sup>th</sup>-12<sup>th</sup> A-G)*

973-3351

[awysong@rcs.k12.in.us](mailto:awysong@rcs.k12.in.us)

Sally Porter

*(9<sup>th</sup> - H-O,**10<sup>th</sup> - 12<sup>th</sup> H-Mo)*

973-3324

[sallyp@rcs.k12.in.us](mailto:sallyp@rcs.k12.in.us)

Stephanie Hooper

*(9<sup>th</sup> P-Z,**10<sup>th</sup> - 12<sup>th</sup> Mu-Z)*

973-3373

[stephanieq@rcs.k12.in.us](mailto:stephanieq@rcs.k12.in.us)

Marc Price

*(Early College, Life Skills)*

973-3322

[mprice@rcs.k12.in.us](mailto:mprice@rcs.k12.in.us)**RHS WEBSITE**

Check out our website for calendars, bell schedules, sports schedules, staff contact information, scholarships, club and activity news and other announcements.

<http://www.rcs.k12.in.us/schools/richmond-high-school>

Follow us! Facebook, Richmond High School  
Twitter, @LearnatRHS



Students and Parents:

Richmond High School offers a wide variety of diverse courses and pathways to help meet the needs of ALL students! Multiple options include programs in Careers, Business, Creative Arts; college preparation including dual credit classes, 15 Advanced Placement Classes; two Project Lead the Way programs; Special Education; and Alternative programs for students, including the online RGA program.

This guide will provide you with course descriptions for all academic, career, special education, and alternative options. Also included are topics such as program descriptions, weighted grades, assessments, graduation requirements, college requirements, and different diplomas offered at Richmond High School.

We encourage parents and students to work together with our counselors to choose a course of study. Our goal is to provide guidance and help, with each student earning a high school diploma and being prepared for his or her choice of college, career, the workforce, or the military.

Rae Woolpy  
Principal

# Table of Contents

- Changing a Class ..... 4
- Grading Scale ..... 5
- Work Permit ..... 6
- Assessments ..... 7-8
- Advanced Placement (AP) .. 9
- Early College ..... 10
- Summer School ..... 11
- Graduation Requirements ... 12
- Business ..... 16
- Career & Technical ..... 22
- English ..... 31
- Family/Consumer Science .. 36
- Fine Arts ..... 39
- Mathematics ..... 46
- Multidisciplinary ..... 51
- Physical Education ..... 54
- Science ..... 56
- Social Studies ..... 61
- Special Education ..... 66
- World Language ..... 69
- Appendix ..... 71
- Index ..... 72

## **RHS MISSION STATEMENT**

Educate for success by preparing all students to be college/career ready through positive relationships, respect, and responsibility with a relevant and rigorous curriculum.

### **RICHMOND COMMUNITY SCHOOLS' NON-DISCRIMINATION POLICY**

It is a policy of Richmond Community Schools not to discriminate on the basis of race, color, religion, sex, national origin, age or disability in its educational programs or employment policies as required by the Indiana Civil Rights Act (IC.22-9-1), IC 20-8-1-2, Titles VI and VII of the Civil Rights Act of 1964, the Equal Pay Act of 1973, Title IX (1972) Educational Amendments), Section 504 of the Rehabilitation Act of 1973. Inquiries regarding Richmond Community Schools compliance with Title IX, Section 504 or the Americans with Disabilities Act should be directed to the Director of Student Services (student/parent) or Director of Human Resources employee/applicant) 300 Hub Etchison Parkway, Richmond, Indiana, 47374, or to the Office for Civil Rights, US Department of Education, Washington, D.C.

## THE SCHEDULING PROCEDURE

Students and parents are encouraged to carefully read this Curriculum Guide. Students will meet with their counselors January through March to assess the students' current educational progress, plan future goals and select classes for the coming year that will enable students to realize their goals.

Students will bring home a list of requested classes for the coming year. Parents should then discuss the requested classes with their child; contact the student's counselor if any clarification is needed; sign the List; and the student should return the List to the counselor. *\*\*Please Give Careful Thought to This Process\*\** In order to plan the master schedule and to make staffing decisions, the school uses information from the Lists of Requested Classes. The school will make schedule adjustments, as needed.

### PROCEDURE FOR CHANGING A CLASS

1. During the first two (2) weeks of the semester (10 school days) a student may contact his/her counselor to discuss a change of class if there has been an incorrect level of class placement.
2. After 2 weeks and continuing throughout week 12, no new classes will be added. A transfer to a different level class may be made, if scheduling logistics permit, with the input of the parent and teachers involved. The student's earned grade-to-date is transferred to the receiving teacher.
3. During the final grading period, no changes will be made. Any exceptions must be approved by the principal.

### PROCEDURE FOR DROPPING A CLASS

1. During the 1<sup>st</sup> and 2<sup>nd</sup> grading period a student may elect to drop a class with the approval of parent and teacher with no grade given.
2. During the 3<sup>rd</sup> grading period a class may be dropped with the approval of the parent and teacher. A grade of "F" is recorded for the dropped class.

### OTHER CHANGES

At any time during the semester the principal or his/her designee may direct that a student be removed from a class for disciplinary reasons and/or lack of attendance. In either case, a grade of "F" is recorded for the dropped class.

### ABBREVIATIONS USED IN COURSE DESCRIPTIONS:

- DC** Dual credit may be available (check with counselor)
- T1** Tier 1 weighted course (see p. 5)
- T2** Tier 2 weighted course (see p. 5)
- N** NCAA Eligible core course (see Appendix)

## GENERAL INFORMATION

### GRADING SCALE

All classes utilize the following grading scale to assign letter grades:

A = 100-92	B = 87-82	C = 77-72	D = 67-62
A- = 91-90	B- = 81-80	C- = 71-70	D- = 61-60
B+ = 89-88	C+ = 79-78	D+ = 69-68	F = 59-0

A 4-point scale for grade point average will be calculated as follows:

A = 4.0	B = 3.0	C = 2.0	D = 1.0
A- = 3.7	B- = 2.7	C- = 1.7	D- = 0.7
B+ = 3.3	C+ = 2.3	D+ = 1.3	F = 0.0

### WEIGHTED GRADES

The weighted grade system is intended to reward and recognize academic rigor. It supports and recognizes scholarship and encourages students to take higher level courses. The following guidelines apply:

- A. Identified courses will receive weighted credit as designated below.
- B. The added weight will be automatic and will be reflected on the transcript and class rank.
- C. Students transferring from outside RCS with their GPA weighted from other schools will receive weighted credit after administrative review of transcripts.
- D. Students will receive credit according to RCS/State regulations only.
- E. Identified courses for weighted grade credit at RCS are all Advanced Placement, Honors, Project Lead the Way (PLTW) and dual credits from both 4 year and 2 year college/universities in math, science, social studies, English, and world languages.
- F. Other college courses that have not been approved for weighted grade credit prior to completion of the course will not be considered for weighted credit.
- G. No weighting will be given to honors/academic courses taken during middle school. All weighting will occur in classes taken at or during a student's 9-12 enrollment at RHS.
- H. In order to receive the additional weighted points, a student must complete the course with a semester 70% (C-) or higher.

#### **T1 - Tier 1 Qualified Courses (additional 0.5 weight per Semester):**

Courses denoted as Honors (H), Project Lead the Way courses and dual credits from the Core Transfer Library (CTL Courses in math, science, social studies, English, world languages) at 2 year community colleges.

A = 4.5	B = 3.5	C = 2.5	D = 1.0
A- = 4.2	B- = 3.2	C- = 2.2	D- = 0.7
B+ = 3.8	C+ = 2.8	D+ = 1.3	F = 0.0

**T2 - Tier 2 Qualified Courses (1.0 weight per Semester):**

Courses denoted as Advanced Placement (AP), Advanced College Project (ACP) and dual credits (in math, science, social studies, and world languages) from a 4 year college/university.

A = 5.0	B = 4.0	C = 3.0	D = 1.0
A- = 4.7	B- = 3.7	C- = 2.7	D- = 0.7
B+ = 4.3	C+ = 3.3	D+ = 1.3	F = 0.0

**RETAKEING A COURSE FOR A BETTER GRADE**

Students may attempt to earn a better grade by retaking a course for which he or she has already earned credit with a grade of B or below. The higher grade will be recorded on the student's transcript and be used in GPA calculations. No additional credit will be awarded. The lower grade will still appear on the transcript, but it will not be used in GPA calculations.

**VALEDICTORIAN**

All eligibility requirements will be dependent on academic performance through second semester of senior year. Students must have been an RHS student for a minimum of three years and earn an Academic Honors Diploma. For the class of 2017 and beyond, the Valedictorian(s) shall be any student receiving a Core 40 Academic Honors Diploma with a core weighted GPA of 4.5000 or higher. "Core Weighted GPA" shall include only courses in English, Math, Science, Social Studies, and World Languages. Grade weighting for courses will follow the RCS Weighted Grades Policy.

**CLASS RANK**

Figuring the cumulative GPA for all students and "ranking" them in order from the highest to the lowest determines class rank. In case of a tie, the "tied" students will be given the same rank, and the appropriate numbers following will be eliminated.

**ATHLETIC AND EXTRACURRICULAR ELIGIBILITY**

Students participating in athletics and extra-curricular activities are expected to follow proper behavior as spelled out in the *RCS Uniform Code of Student Conduct* and the RHS Athletic Handbook. At the end of each grading period, a student must be passing five (5) classes to meet IHSAA standards to participate in a sport. Failure to follow these prescribed policies will result in procedures that will assist the student in meeting the expected standards.

**WORK PERMIT ELIGIBILITY**

Students are expected to meet these 2 standards to qualify for a work permit:

- 95% or higher attendance rate.
- GPA of 2.0 or higher.

## **ASSESSMENTS**

### **ISTEP+**

Students in the class of 2019 and beyond will take the ISTEP+ in Math and English at the end of their 10<sup>th</sup> grade year. Students must pass these tests to satisfy the graduation test requirement. Students will take the ILearn Science test when they complete Biology, though this test is not required for graduation. Students in the class of 2023 and beyond are not required to take the ISTEP+.

### **SCHOLASTIC READING INVENTORY (SRI)**

The SRI is an adaptive reading test that determines current Lexile level. This test is administered at least once per year to all students and used by teachers in all disciplines at RHS to provide appropriate instruction to students.

### **PRELIMINARY SCHOLASTIC APTITUDE TEST (PSAT/NMSQT)**

The PSAT is taken by all sophomores (and those juniors considering college) and is given during October at Richmond High School during the regular school day. The results help in selecting a college, help prepare the student for taking the regular College Board test known as the SAT, and qualify the student for the National Merit Scholarship Programs. Additionally, these scores are used to identify students who may need remediation or enrichment.

### **SCHOLASTIC APTITUDE TEST (SAT) & AMERICAN COLLEGE TEST (ACT)**

The SAT and ACT are tests taken by those planning to attend a four-year college, as one is usually required for admission. We encourage our students to take these exams at the end of their junior year and/or the fall of their senior year. Online registration is required, and students can see their counselor for assistance. Fee waivers are available. The SAT may be given at RHS once in the fall and once in the spring. The ACT is not given at RHS and several administrations of the SAT are not given at RHS. The tests are available at various times throughout the year at Earlham College.



## POSTSECONDARY CREDIT FOR HIGH SCHOOL STUDENTS

Richmond High School students may enroll in approved college programs and receive both high school and college credit (Dual Credit). RHS courses available for dual credit are noted as “DC” in their description (though these opportunities can change from year to year). Dual Credit options include:

- Earlham College – Earlham Campus (cost responsibility of student)
- Indiana University East – IU East Campus (cost responsibility of student)
- Indiana University ACP – taught at RHS (reduced cost) Free of charge if student is on free or reduced lunch.
- Ivy Tech Community College – Ivy Tech Campus (“Take a Course on Us” – Students may take one course free of charge during their senior year.)
- Ivy Tech Community College – taught at RHS (no cost) – See counselor for available courses.
- Vincennes University – taught at RHS (no cost) – See counselor for available courses.

### Eligibility Requirements:

1. A student may not participate if participation will delay the student’s progress toward high school graduation.
2. College classes must not conflict with RHS school schedule.
3. High school credit can be awarded only for state approved high school courses.
4. Courses may be taken only at accredited public or private colleges or universities that grant a baccalaureate or associate degree. The college or university must also approve the granting of high school credit.
5. Credit will be awarded as follows:
  - 0.5 high school credit for 1 or 2 college semester hours
  - 1.0 high school credit for 3 to 4 college semester hours
  - 2.0 high school credits for 5 college semester hours
6. The cost of postsecondary credit courses and travel are the responsibility of the student and parent.
7. **Students must apply through their high school guidance counselor before registering for college courses.**
8. It is the student’s responsibility to have an official transcript sent from the college to the high school to receive his/her credits.

## ADVANCED PLACEMENT PROGRAM (AP)

The Advanced Placement Program (AP) gives students an opportunity to take college-level courses and exams while they are still in high school. Through successful completion of AP classes, a student may earn credit, advanced placement, or both for college. Credit is earned through AP Exams, which are given the first two weeks in May. There are many benefits for students who participate in AP.

- Find out what you can really do: AP classes challenge students. Students learn they can master college-level material and successfully complete difficult assignments.
- Prepare for college: AP is not just a test or class: it's an experience that prepares students for the rigor of college. A 2007 study from the University of Texas found students who take AP classes and exams benefit in college "in terms of higher GPAs, credit hours earned and four-year graduation rates." AP develops skills and habits necessary for college.
- Improve your college application: College and universities recognize that applicants with AP experience are much better prepared. Admissions officers consistently prefer students who took challenging courses in high school over students with perfect GPA's. Taking AP classes makes your college application more attractive.
- Get a head start: More than 1,400 institutions award credit based on AP exam scores. Students can begin college with credits before they set foot on campus through AP. Depending on exams taken and scores earned, students may begin college ahead of their peers by a semester or even a whole year.
- Boost your GPA: Though the classes are harder, AP classes are weighted with an extra point. For GPA calculation, a "B" in an AP class is the same as an "A" in a regular class.

Students who choose to take an AP course are expected to take the corresponding AP Exam. Preparing for the exam is part of the commitment students should make to an AP class. (The same study mentioned above also found that students who simply do not take the exams do not fare as well in college as students who do prepare for and take the exams.) Additionally, one requirement for the Core 40 with Academic Honors diploma can be an AP course and the corresponding exam. *Students who fail to take the exam will not receive 2<sup>nd</sup> semester AP credit and will instead receive credit and grade weight in the corresponding general level course. (e.g. AP Calculus becomes Calculus.)*

## CREDIT RECOVERY

Credit recovery is a class that enables students to recover credits by completing online courses. Classes offered include: English 9A/9B/10A/10B/11A/11B/12A/12B, Algebra 1A/1B/2A/2B, Geometry A/B, Pre-Calc A/B, Biology A/B, Chemistry A/B, Earth Space Science A/B, ICP A/B, Government, Economics, U.S. History A/B, World History A/B, and Health.

## **ALTERNATIVE EDUCATION**

Alternative Education is designed to meet the needs of at-risk students who are not succeeding in the traditional setting. Students are provided with a variety of options that can lead to graduation and are supported by services essential to success. While each of Indiana's alternative education programs is unique, they share the following characteristics identified in the research as common to successful alternative schools:

- Maximum teacher/student ratio of 1:15;
- Small student base
- Clearly stated mission and discipline code
- Caring faculty with continual staff development
- High expectations for student achievement
- Learning program specific to the student's needs and learning style
- Flexible school schedule with community involvement and support
- Total commitment to the success of each student.

## **EARLY COLLEGE PROGRAM**

Early College is an RCS program at the intermediate and secondary level. Students are generally identified for the program in middle school, and work with their cohort to prepare for post-secondary success. Early College students at RHS take some core classes with their cohort, enroll in EC electives, complete community service, make campus visits, and are mentored throughout the program. Students may also complete dual credit courses for college credit.

## **INDEPENDENT STUDY**

An independent study class may be available to a student with scheduling conflicts that prevents his/her ability to be enrolled in a required or higher level class. An independent study class must have the approval of the teacher, the counselor, and the department chair. The student is responsible for attaining an independent request form from his/her counselor. In addition, the student must acquire the signatures of approval from the teacher, the counselor, and department chair. The request with the required signature must be returned to the counselor within the first three days of the semester in which the student is requesting an independent study. Independent study classes will not receive weighted grades.

## **RESPONSE TO INTERVENTION (RTI)**

RTI is a tiered process that is implemented and practiced in specified reading and math courses at Richmond High School. Students who have been identified by teachers and assessment data receive instruction, close monitoring, and individualized interventions so that grade level standards can be met. RTI courses count as elective credit, but do not replace the English and math courses required for graduation. When students demonstrate mastery of the standards, they will exit the program.

## **RICHMOND GRADUATION ACADEMY (RGA)**

RGA is an alternative program in which students complete online courses. English and math teachers are available to help students Monday through Thursday in L104 from 3:45-7:30. Students must spend a minimum of 15 hours per week online and earn a minimum of 4 credits per semester. Students will be enrolled in two courses at a time; additional courses will be added upon completion of the others. The midterm and final exam must be taken under the supervision of a RGA teacher in L104. Students must complete all modules and receive at least a 70% on all quizzes, post-tests, and review tests to earn the course credit. Students who are interested in this program need to see their counselor and fill out paperwork for the program.

## **SUMMER SCHOOL**

Summer school is offered for 4 weeks (20 days) during the month of June for two sessions: 8:00am-noon or 12:15pm-4:15pm. Hybrid online-teacher led courses (no Honors or AP courses) are offered in both sessions and students may take up to 2 classes. Teacher taught classes are offered only in the morning session and include: Physical Education, Math remediation, and English remediation. Students should sign up for summer school with their counselors and are not officially enrolled until the course(s) have been paid in full. Students may not miss more than two days of a summer school class or they will be withdrawn.

## **COUNSELING AND GUIDANCE SERVICES**

**IMPORTANCE OF PROGRAM PLANNING** – In choosing courses and curriculum, careful planning is a necessity. Richmond High School offers a wide variety of classes, and students are encouraged to take advantage of as many as possible. Each student’s counselor is available to help the student choose classes and develop a four-year curriculum plan. Scheduling of the students is an involved task; therefore students and parents should consider seriously each course selection to be made.

**COLLEGE AND CAREER EDUCATION INFORMATION** – The counseling department maintains up-to-date information on Indiana colleges and many out-of-state colleges. Counselors will assist students in locating the information, providing a phone number, web site, or the name of a contact person at the college being considered.

**EASTERN INDIANA COLLEGE FAIR** – The Eastern Indiana College Fair is held in the fall of each year. Over 50 colleges are invited to share information about their schools with our students and parents. We encourage freshmen through seniors to attend this event. It is held on a rotating basis at the local colleges.

**FAFSA DAY** – A “FAFSA DAY” will be made available for students and parents for assistance in completing the FAFSA. The FAFSA is required for federal aid and for some scholarships.

**HONORS AND AWARDS PROGRAM** – Thanks to the generous contributions from local businesses, clubs, and individuals, we have an Honors and Awards Program which awards a substantial amount of money to our graduating seniors. Seniors file an application in the Counseling Center during the month of February of their senior year. Mandatory interviews will take place in early March.

**PERSONAL COUNSELING** – Counselors are available to talk with students about personal problems that they may be encountering. The goal is to work with the student and explore alternative solutions and strategies that are available in order to deal with the problem.

## GRADUATION REQUIREMENTS

**CLASS OF 2020-2022:** Students must fulfill diploma requirements (see p. 13) AND complete ONE of the following options:

- pass the English & Math ISTEP or successfully complete the exam waiver.
- Complete all three of the Pathway Requirements for the Class of 2023 and beyond.

**CLASS OF 2023 and beyond:** Students must complete ALL THREE Graduation Pathways Requirements:

- Complete diploma requirements.
- Demonstrate Employability Skills through Project-Based Learning, Service-Based Learning, or Work-Based Learning.
- Fulfill ONE pathway to options beyond high school as defined by the state. Options may include:
  - Earning an honors diploma
  - Earning 6 credits in a CTE (Career and Technical Education) sequence, which includes PLTW courses (C average or better)
  - Completing 3 AP (Advanced Placement) classes for both semesters or Dual Credit courses (C average or better – at least one in a core subject)
  - Earning a minimum score on the SAT (ERW-480, Math-530) or ACT (Eng-18, Rdg-22, Math-22, Sci-23) college entrance exam
  - Earning a minimum score on the ASVAB (Armed Services entrance test) (AFQT-31)
  - Complete a waiver for pathway completion.

## DIPLOMA REQUIREMENTS

<b>Core 40 Diploma</b>	<b>Core 40 with Technical Honors</b>	<b>Core 40 with Academic Honors</b>
<b>English: 8 Credits</b> Credits in lit., comp., and speech	<b>English: 8 Credits</b> Credits in lit., comp., and speech	<b>English: 8 Credits</b> Credits in lit., comp., and speech
<b>Math: 6 Credits</b> <i>(in grades 9-12)</i> 2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II <i>Students must take a math or quantitative reasoning course each year in high school</i>	<b>Math: 6 Credits</b> <i>(in grades 9-12)</i> 2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II <i>Students must take a math or quantitative reasoning course each year in high school</i>	<b>Math: 8 Credits</b> <i>(6 credits in grades 9-12)</i> 2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II 2 Additional credits in: Pre-Calculus or AP Calculus, AP Statistics <i>Students must take a math or quantitative reasoning course each year in high school</i>
<b>Science: 6 Credits</b> 2 credits: Biology I 2 credits: Chemistry I; Physics I; or Integrated Chemistry/Physics 2 credits: any Core 40 science course	<b>Science: 6 Credits</b> 2 credits: Biology I 2 credits: Chemistry I; Physics I; or Integrated Chemistry/Physics 2 credits: any Core 40 science course	<b>Science: 6 Credits</b> 2 credits: Biology I 2 credits: Chemistry I; Physics I; or Integrated Chemistry/Physics 2 credits: any Core 40 science course
<b>Social Studies: 6 Credits</b> 2 credits: US History 1 credit: US Gov. 1 credit: Economics 2 credits: World History	<b>Social Studies: 6 Credits</b> 2 credits: US History 1 credit: US Gov. 1 credit: Economics 2 credits: World History	<b>Social Studies: 6 Credits</b> 2 credits: US History 1 credit: US Gov. 1 credit: Econ (Honors) 2 credits: World History
<b>Physical Education: 2 Credits</b>	<b>Physical Education: 2 Credits</b>	<b>Physical Education: 2 Credits</b>
<b>Health: 1 Credit</b>	<b>Health: 1 Credit</b>	<b>Health: 1 Credit</b>
<b>Directed Electives: 5 Credits</b> World Languages Fine Arts Career/Technical	<b>Career/Technical: 6 Credits</b> State approved College and Career Pathway	<b>World Language: 6-8 Credits</b>
		<b>Fine Arts: 2 Credits</b>
<b>Electives: 6 Credits</b>	<b>Electives: 12 Credits</b>	<b>Electives: 6-8 Credits</b>
<b>TOTAL: 40 CREDITS</b>	<b>TOTAL: 47 CREDITS</b>	<b>TOTAL: 47 CREDITS</b>

**FOR DIPLOMA WITH ACADEMIC HONORS:**

- Complete all requirements for Core 40.
- Earn 2 additional Core 40 math credits.
- Earn 6-8 Core 40 world language credits  
(6 credits in one language or 4 credits each in two languages).
- Earn 2 Core 40 fine arts credits.
- Earn a grade of a “C” or better in courses that will count toward the diploma.
- Have a grade point average of a “B” or better.
- Complete one of the following:
  - A. Earn 4 credits in 2 or more AP courses and take corresponding AP exams
  - B. Earn 6 verifiable transcribed college credits in dual credit courses from priority course list
  - C. Earn two of the following:
    1. A minimum of 3 verifiable transcribed college credits from the priority course list,
    2. 2 credits in AP courses and corresponding AP exams,
    3. 2 credits in IB standard level courses and corresponding IB exams.
  - D. Earn a combined score of 1250 or higher on the SAT math and evidence-based reading writing (ERW) sections and a minimum score of 560 on math and 590 on ERW.
  - E. Earn an ACT composite score of 26 or higher and complete written section.

**FOR DIPLOMA WITH TECHNICAL HONORS:**

- Complete all requirements for Core 40.
- Earn 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and one of the following:
  - A. Pathway designated industry-based certification or credential, or
  - B. Pathway dual credits from the lists of priority courses 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 - E) 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 score(s) on Accuplacer: Writing 80, Reading 90, Math 75.
  - D. Earn the following minimum score(s) on Accuplacer; Algebra 6, Writing 70, Reading 80.

**TO GRADUATE WITH GENERAL-DESIGNATED DIPLOMA)****The following formal opt-out process must be completed:**

- The student, the student’s parent/guardian, and the student’s counselor meet to discuss the student’s progress.
- The student’s career and course plan is reviewed.
- The student’s parent/guardian determines whether the student will achieve greater educational benefits by completing the general curriculum or the Core 40 curriculum.

- If the decision is made to opt-out of Core 40, the student is required to complete the course and credit requirements as well as the career/academic sequence for a general diploma and the career/academic sequence the student will pursue is determined.
- The principal gives final approval for students opting out of the Core 40 curriculum.

General High School Diploma	
<b>English:</b>	<b>8 Credits</b>
Credits in literature, Composition and speech	
<b>Math:</b>	<b>4 Credits</b>
2 credits: Algebra I 2 credits: additional math credit <i>Two math or quantitative reasoning credits must be earned during junior or senior year in high school.</i>	
<b>Science:</b>	<b>4 Credits</b>
2 credits: Biology 2 credits: additional science credit	
<b>Social Studies:</b>	<b>4 Credits</b>
2 credits: US History 1 credit: US Government 1 credit: In another Social Studies course	
<b>Physical Education:</b>	<b>2 Credits</b>
<b>Health:</b>	<b>1 Credit</b>
<b>Career Academic Sequence:</b>	<b>6 Credits</b>
<b>Flex*:</b>	<b>5 Credits</b>
<b>Electives:</b>	<b>6 Credits</b>
<b>TOTAL: 40 CREDITS</b>	

**\*Flex Credits:**

To earn 5 Flex Credits, a student must complete one of the following:

- Additional courses to extend the career academic sequence
- Courses involving workplace learning, which may include the following courses:
  - Career exploration internship
  - Professional career internship
  - Business cooperative experiences
  - Cooperative family and consumer sciences
  - Industrial cooperative education
  - Interdisciplinary cooperative education
  - Marketing field experience
- High school/college dual credit courses
- Additional courses in:
  - Language Arts
  - Social Studies
  - Mathematics
  - Science
  - World Languages

## QUANTITATIVE REASONING COURSES

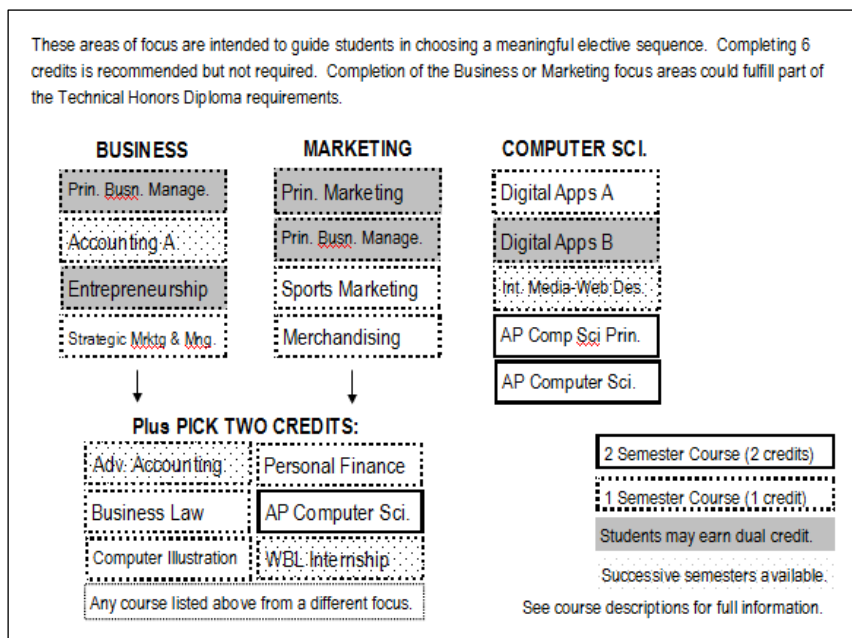
Intro to Accounting A & B  
Advanced Accounting A & B  
AP Computer Science Principles A & B  
AP Computer Science A & B  
Personal Financial Services  
Principles of Engineering  
Engineering Design & Development  
Civil Architecture Engineering  
CTE Machine Tool 1 & 2

CTE Drafting 2  
AP Biology  
Chemistry  
AP Chemistry  
ICP A & B  
Physics  
AP Physics 1 & 2  
Economics



## BUSINESS EDUCATION DEPARTMENT

Through our department we offer students a co-curricular youth organization called Business Professionals of America. Students have the opportunity to compete in an array of skill event areas, their endeavors begin at the district level, advancing to the state, and the highest accomplishment is the national level. To learn more about this organization visit [www.bpa.org](http://www.bpa.org).



### INTRODUCTION TO ACCOUNTING A & B

Accounting is a business course that introduces the language of business using GAAP (Generally Accepted Accounting Practices). The first semester class covers the beginning steps of the accounting cycle for a sole proprietorship business using the double-entry account method. This includes the analyzing and recording of business transactions in both a manual and a computerized general journal. Accounting provides an excellent foundation for any future business endeavor in education or the work place. In the second semester, the computer is utilized more often as mini-practice sets and complete business simulations are used to replicate the actual work environment. Also introduced at this time are banking and cash control practices used by business as well as payroll accounting. It also offers an opportunity to become a member of co-curricular youth organization Business Professionals of America (BPA) and participate in accounting related competitions.

**Grades:** 9, 10, 11, 12; **Prerequisite:** None; **Credit:** 1 per semester

## **ADVANCED ACCOUNTING A & B**

Advanced Accounting provides instruction in finance and business fundamentals as they relate to financial institutions, financial planning, business and personal financial services, investment and securities, risk management, and corporate finance. Students are provided opportunities to develop attitudes and apply skills and knowledge in the area of finance. BPA is once again available as a means to employ your accounting skills competitively.

**Grades:** 10, 11, 12; **Prerequisite:** Intro to Accounting B;

**Credit:** 1 per semester

## **INTRO TO PRINCIPLES OF BUSINESS MANAGEMENT**

(DC)

Intro to Principles of Business Management focuses on the roles and responsibilities of managers as well as opportunities and challenges of ethically managing a business in the free enterprise system. Students will attain an understanding of management, team building, leadership, problem solving steps and processes that contribute to the achievement of organizational goals. The management of human and financial resources is emphasized.

**Grades:** 9, 10, 11, 12; **Prerequisite:** None; **Credit:** 1

## **BUSINESS LAW AND ETHICS**

(DC)

Business Law and Ethics provides an overview of the legal system. Topics covered include: Basics of the Law, Contract Law, Employment Law, Personal Law, and Property Law. Both criminal and civil law procedures are presented. Instructional strategies should include mock trials, case studies, professional mentoring, job shadowing, field trips, guest speakers, and Internet projects. There is an opportunity for dual credit.

**Grades:** 11, 12; **Prerequisite:** None; **Credit:** 1

## **BUSINESS MATH A & B**

Students will gain competence in mathematical skills including percentages, fractions, and decimals while applying them to common business and personal finance situations. The first semester explores the math skills required to generate payroll information, perform banking practices, shop for and secure loans, budget finances, and purchase a home or car. The second semester course explores the math skills required to shop for and purchase insurance and investments, shop for and purchase technology, become familiar with sales, marketing, management, and inventory, calculate business costs, and determine business profits and losses. Students may receive either a business education credit or a math credit (general diploma) upon completion of this class.

**Grades:**10, 11, 12; **Prerequisite:** None; **Credit:** 1 per semester

## **DIGITAL APPLICATIONS AND RESPONSIBILITY A**

Digital Applications and Responsibility A is a business course that provides instruction in software concepts using a Windows-based professional suite, which includes word processing, presentation applications, and internet use. Instructional strategies include teacher demonstrations, collaborative instruction, problem-solving and critical thinking activities, and simulations. Industry-recognized digital literacy certification is available.

**Grades:** 9, 10, 11, 12; **Prerequisite:** None; **Credit:** 1

## **DIGITAL APPLICATIONS AND RESPONSIBILITY B**

(DC)

Digital Applications and Responsibility B is a business course that integrates computer technology, decision making and problem solving skills. Areas of instruction include advanced applications and integration of a professional suite, includes word processing, spreadsheet, database, graphics, and presentation applications, and the use of emerging technology. Students are also introduced to the basics of Web Design and have the opportunity to see business/industry certification. Instructional strategies may include collaborative instruction, peer teaching, in-baskets, mini-baskets, and LAPs. Industry-recognized digital literacy certification is available. There is an opportunity for dual credit.

**Grades:** 9, 10, 11, 12; **Prerequisite:** Digital Apps and Responsibility A; **Credit:** 1

## **INTERACTIVE MEDIA – WEB DESIGN (STANDARD AND ADVANCED)**

Web Design is a business 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. Additional components of instruction will include digital audio, digital video, and digital content. Other forms of interactive media will be utilized. Instructional strategies should include peer teaching, collaborative instruction, project-based learning activities, and school and community projects.

**Grades:** 10, 11, 12; **Prerequisite:** Digital Apps and Responsibility A; **Credit:** 1 per semester

## **COMPUTER ILLUSTRATION AND GRAPHICS**

This course introduces students to the use of computers for visual communication. The focus is on basic computer terminology and use, mastering fundamental skills, and developing efficient working styles. Skills are developed by using imaging, drawing, interactive, and page layout software. The work incorporates a variety of visual art techniques related to the design and execution of layouts and illustrations for advertising, displays, promotional materials, and instructional manuals. Advertising theory and preparation of copy, lettering, posters, vector illustrations, graphics and logos, artwork, and incorporation of photographic images are also included. Communication skills are emphasized through the study of design to impart information and ideas.

**Grades:** 10, 11, 12; **Prerequisite:** Digital Apps B (or dept. approval); **Credit:** 1

**AP COMPUTER SCIENCE PRINCIPLES A & B**

(N, T2)

This course invites students to understand how computing changes the world, introducing them to the central ideas of computer science and practices of computational thinking. It goes beyond the study of machines and systems and gives students the opportunity to investigate computing innovations that span a variety of interests, exploring the ethical implications of these new technologies. Broader aspects of computing are studied, including programming, abstractions, algorithms and topics like the global impact of computing, the internet and cybersecurity, large data sets, and creativity. Students use current technologies to create computational artifacts for problem solving and self-expression. The course counts as elective or Math credit.

**Grades:** 9, 10, 11, 12; **Prerequisite:** Algebra I B; **Credit:** 1 per semester

**AP COMPUTER SCIENCE A & B**

(N, T2)

AP Computer Science provides students with the content established by the College Board. The course utilizes Java programming and emphasizes object-oriented programming methodology with concentration on problem solving and algorithm development. It also includes the study of data structures, design, and abstraction. The course counts as elective or Math credit.

**Grades:** 11, 12; **Prerequisite:** Algebra II B; **Credit:** 1 per semester

**PRINCIPLES OF MARKETING**

(DC)

Principles of Marketing is a marketing course that provides a basic introduction to the scope and importance of marketing in the global economy. Emphasis is placed on oral and written communications, mathematic applications, problem solving, and critical thinking skills as they relate to advertising, promotion, selling, distribution, financing, marketing-information management, pricing and product/service management. Instructional strategies may include a school-based enterprise, computer/technology applications, real and/or simulated occupational experiences, and projects in the marketing functions such as those available through BPA.

**Grades:** 9, 10, 11, 12; **Prerequisite:** Digital Apps and Responsibility A;  
**Credit:** 1

**SPORTS AND ENTERTAINMENT MARKETING**

Sports and Entertainment Marketing is a specialized marketing course providing students with the opportunity to apply marketing principles in the fields of Sports, Recreation, and Entertainment. Students may produce and market activities for athletic and entertainment programs at the high school. A plan to increase attendance and support for athletic and entertainment (music and theater) functions in the school may be developed. The class may research and work with the private sector and community to help market recreation and entertainment programs. Instructional strategies may include technology applications, event planning, real or simulated occupational experiences and projects in the marketing functions.

**Grades:** 10, 11, 12; **Prerequisite:** Digital Apps A OR Principles of Marketing; **Credit:** 1

## ENTREPRENEURSHIP AND NEW VENTURES

(DC)

Entrepreneurship and New Ventures is a specialized business course designed to enable students to acquire the knowledge and develop the skills needed to effectively organize, develop, create, and manage their own business. Topics addressed include the assessment of entrepreneurial skills, the importance of business ethics, and the role of entrepreneurs in a free enterprise system. Students will develop a written business plan for a business of their choice. Instructional strategies may include a school-based enterprise, computer/technology applications, real and/or simulated occupational experiences, and projects available through BPA programs of co-curricular activities. Opportunity for dual credit.

**Grades:** 9, 10, 11, 12; **Prerequisite:** Principles of Marketing or Intro to Principles of Business; **Credit:** 1

## STRATEGIC MARKETING AND MANAGEMENT

This course provides students with the opportunity to build upon the foundations of marketing and management and applies the basic functions at an advanced level. Students will plan, organize, direct, and control the functions and processes of a firm or organization. Students are provided opportunities to develop attitudes and apply skills and knowledge in the areas of business administration, management, marketing, and finance. Individual experiences will be based upon the student's career and educational goals. Intensive laboratory applications are a component of this course.

**Grades:** 10, 11, 12; **Prerequisite:** Prin. of Marketing OR Principles of Business Man; **Credit:** 1

## MERCHANDISING

Merchandising is a specialized marketing course designed for students interested in careers in fashion and visual merchandising. Emphasis is placed on apparel and accessories careers, product/service management, selling, pricing, distribution, sales promotion, merchandising, fashion cycles, and fashion theories. Instructional strategies may include a school-based enterprise, computer/technology applications, real and/or simulated occupational experiences, and projects in the marketing functions such as those available through BPA co-curricular activities.

**Grades:** 10, 11, 12; **Prerequisite:** Digital Apps A OR Principles of Marketing; **Credit:** 1

## PERSONAL FINANCIAL RESPONSIBILITY

This class 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. A project based approach and applications

through authentic settings such as word based observations and service learning experiences are available.

**Grades:** 9, 10, 11, 12; **Prerequisite:** None; **Credit:** 1

## **PREPARING FOR COLLEGE AND CAREERS**

This course addresses the knowledge, skills, and behaviors all students need to be prepared for success in college, career, and life. The focus of the course is the impact of today's choices and tomorrow's possibilities. Topics to be addressed include twenty-first century life and career skills; higher order thinking, communication, leadership, and management processes; exploration of personal aptitudes, interests, values, and goals; examining multiple life roles and responsibilities as individuals and family members; planning and building employability skills; transferring school skills to life and work; and managing personal resources.

**Grades:** 9, 10, 11, 12; **Prerequisite:** None; **Credit:** 1

## **PROFESSIONAL CAREER INTERNSHIP: WORK BASED LEARNING (WBL)**

Career Internships are on-site activities in which students engage in learning through practical and relevant experiences. This program is open to seniors only and acceptance into the program is through an application process and approval by the teacher. Internships are targeted to the students' meaningful future plans for career exploration that require post-secondary degrees or certification. These experiences are unpaid and the level of intensity and the credit hours earned vary depending on the course of study. Application is required. Interested students must apply through the business department.

A select group of students in grades 11 and 12 may complete an internship with the R Tech Team, to assist in technology troubleshooting, application, and repair. Students must apply through the WBL Internship.

**Grades:** 12; **Prerequisite:** Application required; **Credit:** Flex

## **ICE: RELATED A & B**

### **ICE: WORK EXPERIENCE A & B**

Interdisciplinary Cooperative Education (ICE) is a marketing course that requires two components: related classroom instruction and cooperative work experience with school release time available. Students participating in this course will follow class, school, state and federal guidelines. Students will be paid in accordance with all state and federal laws pertaining to employment. The instruction should be planned and organized around the activities associated with specific objectives and career clusters. The classroom instruction for the related instruction component may be a blend of both group and individual instruction. Instructional strategies may include a school-based enterprise, computer-technology applications, real and/or simulated occupational experiences, and projects in the marketing functions such as those available through BPA.

**Grades:** 12; **Prerequisite:** None; **Credit:** Flex

## CAREER & TECHNICAL EDUCATION

Students interested in a career program may acquire an application from their counselor when registering for classes.

### PROJECT LEAD THE WAY - ENGINEERING

#### INTRODUCTION TO ENGINEERING DESIGN A & B

(DC, T1)

This is an introductory course that develops student problem-solving skills with emphasis placed on the development of three-dimensional solid models. Students will work from sketching simple geometric shapes to applying a solid modeling computer software package. They will learn a problem-solving design process and how it is used in industry to manufacture a product. The Computer Aided Design system (CAD) will also be used to analyze and evaluate the product design. The equipment used and the learning techniques are state-of-the art, and are currently being used by engineers throughout the United States.

**Grades:** 9, 10, 11, 12; **Prerequisite:** Enrolled or Passed Algebra I;  
**Credit:** 1 per semester

#### PRINCIPLES OF ENGINEERING (POE) A & B

(DC, T1)

This course helps students understand the field of engineering/engineering technology. Exploring various technology systems and manufacturing processes helps students learn how engineers and technicians use math, science and technology in an engineering problem solving process to benefit people. The course also includes concerns about social and political consequences of technological change.

**Grades:** 10, 11, 12; **Prerequisite:** Intro to Eng B/ POE A;  
**Credit:** 1 per semester

#### CIVIL-ARCHITECTURAL ENGINEERING A & B

(DC, T1)

Civil-Architectural Engineering introduces students to the fundamental design and development aspects of architectural and civil engineering activities. Application and design principles will be used in conjunction with mathematical and scientific knowledge. Computer software programs will provide students with opportunities to design, simulate, and evaluate the construction of buildings and communities. During the planning and design phases, instructional emphasis should be placed on related Transportation, Distribution and Logistics, water resource, and environmental issues. Activities should include the preparation of cost estimates as well as a review of regulatory procedures that would affect the project design.

**Grades:** 11, 12; **Prerequisite:** POE B/ Civil-Arch Eng A;  
**Credit:** 1 per semester

**ENGINEERING DESIGN AND DEVELOPMENT (EDD) A & B**

(T1)

This is an engineering research course in which students will work in teams to research, design, test, and construct a solution to an open-ended engineering problem. The product development life cycle and a design process are used to guide and help the team reach a solution to the problem. The team presents and defends their solution to a panel of outside reviewers at the conclusion of the course. The EDD course allows students to apply all the skill and knowledge learned in previous Project Lead the Way courses. The use of 3D design software helps students design solutions to the problem their team has chosen. This course also engages students in time management and teamwork skills.

**Grades:** 12; **Prerequisite:** 6 PTLW Engineering credits;**Credit:** 1 per semester

<b>PROJECT LEAD THE WAY – BIOSCIENCE</b>
--

PTLW Biosciences courses count as science electives.

**PRINCIPLES OF THE BIOMEDICAL SCIENCES (PBS) A & B**

(N, T1)

Students investigate the human body systems and various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. They determine the factors that led to the death of a fictional person, and investigate lifestyle choices and medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, medicine, research processes and bioinformatics. This course is designed to provide an overview of all the courses in the Biomedical Sciences program and lay the scientific foundation for subsequent courses.

**Grades:** 9, 10, 11, 12; **Prerequisite:** Biology or enrolled Biology H;**Credit:** 1 per semester**HUMAN BODY SYSTEMS A & B**

(N, T1)

Students examine the interactions of body systems as they explore identity, communication, power, movement, protection, and homeostasis. Students design experiments, investigate the structures and functions of the human body, and use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary actions, and respiration. Exploring science in action, students build organs and tissues on a skeletal manikin, work through interesting real world cases and often play the role of biomedical professionals to solve medical mysteries.

**Grades:** 10, 11, 12; **Prerequisite:** PBS B/ Human Body A;**Credit:** 1 per semester



**MEDICAL INTERVENTIONS A & B**

(N, DC, T2)

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

**Grades:** 11, 12; **Prerequisite:** Human Body B/ Medical Interventions A;

**Credit:** 1 per semester

**BIOMEDICAL INNOVATIONS A & B**

(N, DC, T2)

Students design innovative solutions for the health challenges of the 21<sup>st</sup> century. They work through progressively challenging open-ended problems, addressing topics such as clinical medicine, physiology, biomedical engineering, and public health. They have the opportunity to work on an independent project with a mentor or advisor from a university, hospital, research institution, or the biomedical industry. Throughout the course, students are expected to present their work to an audience of STEM professionals.

**Grades:** 11, 12; **Prerequisite:** Human Body B/ Biomedical Innovations A

**Credit:** 1 per semester

<b>AGRICULTURE SCIENCE AND BUSINESS</b>
---

Students travel to Northeastern Jr/Sr High School for this program. A variety of courses are offered in Agricultural Science and Business to help students gain a better understanding of the nation's largest industry. Classes include Horticultural Science, Animal Science, Landscape Management, Natural Resources Management, and even Advanced Life Science: Animals which will count as Core 40 science credit and possibly dual credit. Many hands on experiences are used including raising fish and other small animals, working in a greenhouse, designing landscapes, and many others. The Agriculture program also allows students to get involved with FFA which is one of the largest student organizations in the world.

**Grades:** 11, 12; **Prerequisite:** Department Approval; **Credit:** flex

<b>CADET TEACHING</b>
-----------------------

**CTE EDUCATION PROFESSIONS A & B**

This course is available for Seniors who have an interest in teaching or working with children as a career. They will assist the classroom teacher in all phases of teaching activities. This class is a 3 period block that will be held at one of the RCS elementary schools or intermediate schools. Grades and attendance must meet school standards. Students must provide their own transportation.

**Grades:** 12; **Prerequisite:** Department Approval; **Credit:** 3 per semester

<b>COSMETOLOGY</b>
--------------------

**CTE COSMETOLOGY 1 A & B****CTE COSMETOLOGY 2 A & B**

Cosmetology is a two-year program where students are required to obtain 1500 hours of training before completion. Students are tested at the completion of the program to obtain certification. Students must be 16 years old. This two-year course requires summer attendance after the students' junior year. Students must pay kit and book fees prior to beginning the course and provide their own transportation.

**Grades:** 11/ 12; **Prerequisite:** Department Approval/ prior course in the sequence; **Credit:** 3 per semester

<b>AUTOMOTIVE TECHNOLOGY</b>
------------------------------

**AUTOMOTIVE TECHNOLOGY FOUNDATIONS**

Automotive Foundations is a course that specializes in the study of the transportation systems used to support commerce and the logistics of the efficient movement of goods and people.

**Grades:** 9, 10; **Prerequisite:** None; **Credit:** 1

**INTRO TO AUTOMOTIVE A & B**

Introduction to Automotive is an introductory course designed to help students become familiar with fundamental principles of automotive technology.

**Grades:** 10; **Prerequisite:** None/ Intro Auto A; **Credit:** 1 per semester

**CTE AUTOMOTIVE SERVICES TECHNOLOGY 1 A & B**

(DC)

Automotive Services Technology 1 is a one year course that encompasses the sub topics of the NATEF/ASE identified areas of Engine, Transmission, Steering and Suspension and Braking Systems. Additional areas of manual transmissions and differentials, automatic transmissions, air conditioning, engine repair as time permits.

**Grades:** 11; **Prerequisite:** preferred INTRO/ Auto Tech 1 A; **Credit:** 3 per semester

**CTE AUTOMOTIVE SERVICES TECHNOLOGY 2 A & B**

(DC)

Automotive Services Technology 2 is a one year course that encompasses the sub topics of the NATEF/ASE identified areas of Electrical Systems and Engine Performance. Additional areas of manual transmissions and differentials, automatic transmissions, air conditioning, engine repair as time permits. During this final year of Automotive Technology, students will develop and hone their skills in the area of drivability and diagnostics. Emphasis is now placed on independent planning and individual work habits with the possibility of Co-op experience.

**Grades:** 12; **Prerequisite:** Auto Tech 1 B/ Auto Tech 2 A;  
**Credit:** 3 per semester

<b>CONSTRUCTION TECHNOLOGY</b>
--------------------------------

**CONSTRUCTION FOUNDATIONS**

Construction Foundations is a course that specializes in how people use modern construction systems and the management of resources to efficiently produce a structure on a site. Students will explore the application of tools, materials, and energy in designing, producing, using, and assessing the construction of structures.

**Grades:** 9, 10; **Prerequisite:** None; **Credit:** 1

**INTRO CONSTRUCTION A & B**

This course provides students with an introduction to the practices of the construction industry, the environment, and life styles. This course is recommended for those students going into the Construction Technology program their junior and senior year.

**Grades:** 10; **Prerequisite:** None/ Intro Construction A; **Credit:** 1 per semester

**CTE CONSTRUCTION TECHNOLOGY 1 A & B**

(DC)

The students will be introduced to construction materials, blueprints, costs, equipment and tool care operation and safety. This course is the building foundation for developing skills essential for continuance in the construction tech program. Basic skills will be developed for basic operating fundamental to a craft.

**Grades:** 11; **Prerequisite:** preferred Intro B/ Construction Tech 1A;  
**Credit:** 3 per semester

**CTE CONSTRUCTION TECHNOLOGY 2 A & B**

(DC)

Students will apply basic operations in their area of interest. Emphasis is placed on construction planning and design with leadership skills being developed for basic project management. Advanced applications of student skills to be used in advanced job operations are taught.

**Grades:** 12; **Prerequisite:** Construction Tech 1B/ Construction Tech 2A;  
**Credit:** 3 per semester

**DRAFTING TECHNOLOGY****DRAFTING FOUNDATIONS**

This course specializes in using modern technological processes and computers to design products and structures through the use of automated production systems. Architectural drawing and print design will be created using CAD software.

**Grades:** 9, 10; **Prerequisite:** None; **Credit:** 1

**INTRO DRAFTING A & B**

This course is designed to give students the basic knowledge needed in order to progress to the vocational level. Students should be interested in the engineering field, architecture, or design related area. Students will be able to use AutoCAD, Inventor, and Revit computer programs upon completion of the course.

**Grades:** 10; **Prerequisite:** None/ Intro Drafting A; **Credit:** 1 per semester

**CTE DRAFTING 1 A & B**

(DC)

This class, suggested for juniors, will give students an in-depth look into engineering and drafting as it exists in the world today. Students will be given a vast knowledge in the computer programs; AutoCAD, Inventor, and Revit. Areas of study will be fasteners, springs, cams, gears, and assembly drawings. These classes will involve more computer lab time and project based assignments.

**Grades:** 11; **Prerequisite:** preferred Intro Drafting B/ Drafting 1A;  
**Credit:** 3 per semester

**CTE DRAFTING 2 A & B**

(DC)

During this final year of Drafting, students will be able to work on projects involving Career Center classes to complete projects and assignments. Emphasis is now placed on independent planning and individual work habits with the possibility of COOP or internship experience at a local business.

**Grades:** 12; **Prerequisite:** Drafting 1B/ Drafting 2A; **Credit:** 3 per semester

**MACHINE TOOL TECHNOLOGY****MACHINE TOOL FOUNDATIONS**

This course is an introduction to advanced manufacturing and logistics, exploring how people use modern manufacturing systems. It also introduces advanced manufacturing and logistics and their relationship to society, individuals, and the environment.

**Grades:** 9, 10; **Prerequisite:** None; **Credit:** 1

## INTRO MACHINE TOOL A & B

This course is designed to give students the basic knowledge needed in order to progress to the vocational level. Specific units of study will include safety, mathematics for machining, sketching, drawing techniques, layout, hand tools, drills and drilling machines, offhand grinding, saw and cut off machines, lathe, mill, and metal fastening.

**Grades:** 10; **Prerequisite:** None/ Intro Machine A; **Credit:** 1 per semester

## CTE MACHINE TOOL TECHNOLOGY 1 A & B

(DC)

This class will cover the basics of applied math, materials and processes, blueprint reading, mechanics, and safety in machine tool operations. Emphasis will be placed on mastering these basic skills, as well as developing intermediate math skills. Projects for this class will require detailed planning and set up.

**Grades:** 11; **Prerequisite:** preferred Intro/ Machine Tool 1A;  
**Credit:** 3 per semester

## CTE MACHINE TOOL TECHNOLOGY 2 A & B

(DC)

During this final year of Machine Tool Technology, students will develop and hone their skills in the area of precision machine operation. Emphasis is now placed on independent planning and individual work habits with the possibility of Co-op experience.

**Grades:** 12; **Prerequisite:** Machine Tool 1B/ Machine Tool 2A;  
**Credit:** 3 per semester

<b>RADIO and TV</b>
---------------------

### INTRO RADIO/TV A

This course will introduce the student to the history of media and communications, as well as other digital media delivery methods. They will study vocabulary used in the industry and media literacy. Students will work in groups as well as individually to produce radio shows and other communication projects. They will also deconstruct various types of media such as advertisements, TV shows, print advertisements and more.

**Grades:** 10, 11; **Prerequisite:** None; **Credit:** 1

### INTRO RADIO/TV B

Students will learn script writing for television, camera skills, computer video editing, graphics production for both print and electronic media, and how to craft various media messages for delivery in broadcast and on the internet. Students will also explore various careers in the media and communications. Students will utilize several different pieces of software such as Photoshop, Final Cut Express, and public service announcements and DVDs. They will also learn the basics of studio television production.

**Grades:** 10, 11; **Prerequisite:** Intro Radio/TV A; **Credit:** 1

**CTE RADIO/TV 1 A & B**

(DC)

In this program, students will produce “On the Air”, a daily television news program that provides video announcements for RHS. Students will be responsible for all elements of production such as camerawork, news reporting, editing, studio production and more. Emphasis will be put on learning each role in a daily news production such as Producer, Director, News Anchor, Technical Director, videographer, reporter, etc. This course will require additional time outside of the normal school day

**Grades:** 11, 12; **Prerequisite:** preferred INTRO/ Radio 1A;  
**Credit:** 3 per semester

**CTE RADIO/TV 2 A & B**

(DC)

The second year of the Radio TV program, this course will instruct students in the elements of “Film Style” production. Students will learn how to shoot in the film style, create special effects during videotaping, directing for film, and further their knowledge of the editing process. Students will learn more about the “business” of film and how to arrange for locations, production planning and legal issues related to making a film. Each student will produce several short films for the class. Some of these films will be entered into film festivals and other competitions.

**Grades:** 12; **Prerequisite:** Radio 1B/ Radio 2A; **Credit:** 3 per semester

**FIRE AND RESCUE****CTE FIRE AND RESCUE 1 A & B**

(DC)

Fire and Rescue offers students the opportunity to explore the areas of fire service and emergency medicine. Students experience hands-on training with firefighting, emergency medical services, and tactical rescue operations. The program will be instructed by the Richmond Fire Department and will utilize the Fire Department’s training as an extended classroom. Students will be provided the opportunity to test for certifications in several different areas.

*Note: Classes will be held at the Richmond Fire Department/RHS and second year students should enroll in the Emergency Medical Services program.*

**Grades:** 11, 12; **Prerequisite:** Department Approval/ Fire & Rescue 1A;  
**Credit:** 3 per semester

**EMERGENCY MEDICAL SERVICES****CTE EMERGENCY MEDICAL SERVICES 1 A & B**

(DC)

Emergency Medical Services prepares students for a state certification which could lead to a career in Emergency Medical Services such as an Emergency Medical Technician or a Paramedic. This course is designed for persons desiring to perform emergency medical care. Students will learn to recognize the seriousness of the patient's condition, use the appropriate emergency care techniques and equipment to stabilize the patient, and transport them to the hospital. *Note: Classes will be held at the Richmond Fire Department/RHS or Richmond Fire Department training facility.*

**Grades:** 11, 12; **Prerequisite:** Department Approval/ EMS 1A;**Credit:** 3 per semester**HEALTH SERVICES**

**Richmond High School will work cooperatively with IVY Tech and the Leland to accommodate students who will be completing the CNA program.**

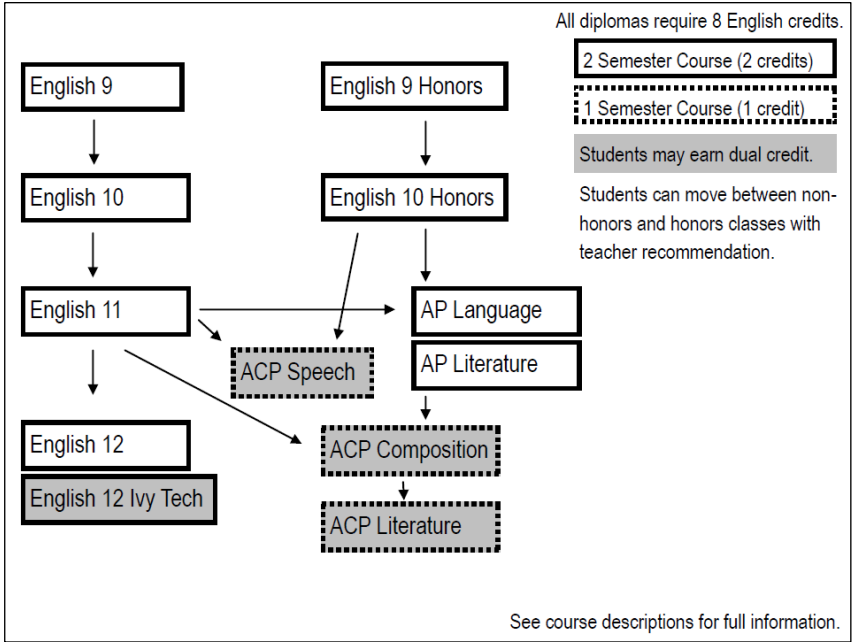
**NURSING ASSISTANT & HEALTH SCIENCE (CNA)**

(DC)

This one-semester program for juniors and seniors is designed to provide for career exploration in a selected health care field. Completion of this course and the State Board of Health requirements and exam will enable participants to become certified as a nursing assistant. This program would be valuable to those seeking initial employment as: nursing assistants, to those who aspire to become nurses (either LPNs or RNs) and pre-med students, emergency medical assistants, physical and occupational therapists, social workers, doctor's office personnel, and others who work in the home health, hospital, or nursing home industries. The student is required to have a uniform and shoes. Hands-on clinical experience is provided at a local long-term care facility.

**Grades:** 11, 12; **Prerequisite:** Department Approval; **Credit:** 3

## ENGLISH



### ENGLISH 9 A & B

(N)

These two courses include the study of literature, composition, grammar, and speech. Students will improve their reading comprehension skills by studying a variety of stories, novels, nonfiction, poetry, and drama. Through writing assignments, students will master sentence structure, paragraph development, and the writing process, as well as improve grammar, punctuation, and vocabulary skills. Students will improve self-awareness and critical thinking skills by making real-world connections and supporting verbal and written expression with evidence.

**Grades:** 9; **Prerequisite:** None; **Credit:** 1 per semester

### HONORS ENGLISH 9 A & B

(N, T1)

This course is for students who wish to study literature, composition, and language arts more in depth, with an emphasis on literary elements and analysis. The pace will be more accelerated than the regular academic course. Students will read classic literature and challenge themselves with independent reading programs. Students will write a variety of compositions, including those needed for further honors and advanced placement classes.

**Grades:** 9; **Prerequisite:** Teacher Recommendation/ English 9A H;  
**Credit:** 1 per semester



**BSD – READ 180**

The elective course uses the Read 180 program, in which students read and study the process of reading to increase comprehension. The class follows a rotation of independent reading, small group instruction, and computer-based lessons. **The course does not count as English credit, but as elective credit.**

**Grades:** 9; **Prerequisite:** Teacher Recommendation; **Credit:** 1 per semester

**ENGLISH 10 A & B**

(N)

This course builds upon reading and writing skills achieved in English 9. Reading a variety of literature, students will have opportunities for improving their composition skills and exploring ideas. Writing assignments will focus on using the writing process to develop complete, clear essay. In addition, students will participate in class discussions and speech assignments.

**Grades:** 10; **Prerequisite:** None; **Credit:** 1 per semester

**HONORS ENGLISH 10 A & B**

(N, T1)

Students will encounter an accelerated pace and depth in the study of literature. The exploration of ideas and complex writing will provide students with the opportunities for expanding their reading comprehension and improving their composition skills. There will also be vocabulary study, building a foundation for vocabulary development. Each student will work on clear, concise essay-writing and also will be required to develop a formal research paper based on intensive research.

**Grades:** 10; **Prerequisite:** English 9B H or English 9B grade of A/B and Teacher Recommendation; **Credit:** 1 per semester

**ENGLISH 11 A & B**

(N)

This class enhances the 11<sup>th</sup> grade study of U.S. History. Throughout these two semesters, students will study a variety of literature by American writers, from colonial to modern times. The reading assignments include some literary masterpieces, important ideas, and different genres of writing. Students will also work on using and improving their own writing skills in a variety of composition assignments.

**Grades:** 11; **Prerequisite:** None; **Credit:** 1 per semester

**LANGUAGE ARTS LAB**

Language Arts Lab is designed to help students increase their basic reading and writing skills as well as improve skills related to ISTEP topics. This class specifically supports students who still need to fulfill the ISTEP English requirement. Students may also use this time to recover credits in English. Individualization will be a key component. Various instructional techniques will be utilized such as, but not limited to, flexible grouping, computer applications, and whole group study. **This course does not count as English credit, but as an elective credit.**

**Grades:** 12; **Prerequisite:** Teacher Recommendation; **Credit:** 1 per semester

**ENGLISH 12 A & B**

(N)

English 12, an integrated English course based on Indiana’s Academic Standards for English/Language Arts for Grade 12, is a study of language, literature, composition, and oral communication focusing on an exploration of point of view or perspective across a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance for Grade 12 in classic and contemporary literature balanced with nonfiction. Students write fictional narratives, short stories, responses to literature, reflective compositions, historical investigation reports, resumes, and technical documents incorporating visual information in the form of pictures, graphs, and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

**Grades:** 12; **Prerequisite:** None; **Credit:** 1 per semester

**ADVANCED ENGLISH 12 IVY TECH DUAL CREDIT A & B**

(N, DC, T1)

This Advanced English 12 course allows students to read a variety of literature and nonfiction. Students will have opportunities for improving their composition skills and exploring ideas in writing. Writing assignments will focus on using the writing process to develop complete, clear essays at the college level. Students receive credit through Ivy Tech for ENGL 111.

**Grades:** 12; **Prerequisite:** Grade of A/B/C in English 11 or dual credit class; **Credit:** 1 per semester

**AP ENGLISH LANGUAGE AND COMPOSITION A & B**

(N, T2)

The AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer’s purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. **Summer reading preceding the fall semester. Contact the instructor.**

**Grades:** 11, 12; **Prerequisite:** Grade of A/B in English 10B H or dual credit class/ AP Lang A; **Credit:** 1 per semester

**AP ENGLISH LITERATURE AND COMPOSITION A & B**

(N, T2)

During this course, the AP students have the opportunity to study literature and composition with others who actively share their interest. They will read classic, challenging works of literature from many eras and styles, developing their skills in literary analysis and essay writing. **Summer reading preceding the fall semester. Contact the instructor.**

**Grades:** 11, 12; **Prerequisite:** Grade of A/B in English 10B H or dual credit class/ AP Lit A; **Credit:** 1 per semester

**ACP SPEECH - PUBLIC ORAL COMMUNICATION**

(N, DC, T2)

ACP P155/ Public Oral Communications is a dual credit college level communication course offered through the Advance College Project at Indiana University. Students will develop a deeper understanding of how communication impacts our understanding of the world. Students will analyze audiences and rhetoric and present a variety of speeches, as well as view video lectures from professors at IU. Student speeches will emphasize audience analysis and the use of ideographs as a means to create a common understanding of the world. P155 is on the CTL and will be accepted at many colleges and universities if the course is taken for dual credit.

**Grades:** 11, 12; **Prerequisite:** Grade of A/B in last English class, GPA of 2.7; **Credit:** 1

**ACP ADVANCED COMPOSITION**

(N, DC, T2)

ACP W131/Advanced Composition is a dual credit college level composition course offered through the Advance College Project at Indiana University. The course prepares students for writing in a variety of college courses. The focus of the course is on writing from multiple sources to analyze an issue and argue a position. Skills include: evaluating sources of information, summarizing sources, adopting a thoughtful position advancing a clear thesis, and supporting one's views with evidence.

**Grades:** 12; **Prerequisite:** Grade of A/B in English 11, GPA of 2.7; **Credit:** 1

**ACP LITERARY INTERPRETATION**

(N, DC, T2)

Eng-L202: Literary Interpretation is a dual credit college level course offered through the Advance College Project at Indiana University designed to help students learn how to read, think, and write critically about literature. Students will study four genres – poetry, short story, the novel, and non-fiction – to understand how the various elements of a work of imaginative literature cohere to impart meaning. A large portion of the course will focus on how to write; students will learn how to translate close reading skills into strong critical essays, writing three peer-reviewed major papers, as well as short assignments (microthemes) and quizzes. The class will be heavily discussion based as we have vigorous and insightful explorations of literature.

**Grade Level:** 12; **Prerequisite:** C- or higher in ACP Adv. Comp.; **Credit:** 1

**ENGLISH AS A NEW LANGUAGE A & B**

This integrated English course follows both Indiana Academic Standards and WIDA English Language Development Standards. It is the study of language, literature, composition, and oral communication for students learning the English language. Students study vocabulary and speak and write English so that they can function within the regular school setting and an English-speaking society. The intent of the course is to move students as successfully, smoothly, and rapidly as possible into the Core 40 English courses offered in grades 9-12. **The course counts as elective credit unless taught by a certified English teacher.**

**Grades:** 9, 10, 11, 12; **Prerequisite:** English proficiency placement test; **Credit:** 1 per semester, up to a maximum 4 credits

## JOURNALISM

Journalism courses count as elective credit.

### JOURNALISM

This course is recommended for interested and motivated freshmen, sophomores, and juniors who plan to work on the staff of the school newspaper or yearbook. In this course, students will write news, features, and opinion stories. This course also teaches students how to write in a concise way for writing used in everyday life.

**Grades:** 9, 10, 11, 12; **Prerequisite:** None; **Credit:** 1

### STUDENT PUBLICATIONS - NEWSPAPER

This course is for students who are staff members of the school newspaper, the Register. Students will study and practice gathering and analyzing information for the purpose of publishing the school newspaper. Students are involved in every aspect of the newspaper from selling ads, to writing stories, taking photos and proofing pages. Students are encouraged to sign up for both semesters.

**Grades:** 10, 11, 12; **Prerequisite:** Journalism or Teacher Approval;  
**Credit:** 1 per semester

### STUDENT PUBLICATIONS - YEARBOOK

This course is for students who are staff members of the school yearbook, the *Pierian*. Students will study and practice gathering and analyzing information for the purpose of publishing the school yearbook. Students are involved in every aspect of the yearbook from selling ads, to designing pages, writing copy, taking photos and proofing pages. Students are encouraged to sign up for both semesters.

**Grades:** 10, 11, 12; **Prerequisite:** Journalism or Teacher Approval;  
**Credit:** 1 per semester

### PHOTOGRAPHY

Photography is an organized learning experience that includes theory, laboratory, and studio work as each relates to all phases of camera use, photographic processing, and electronic photographic editing. Instruction covers the topics of composition and color dynamics; lighting techniques and meters; current camera operation and composition related to traditional photographic principles; and tools and creative effects for editing and/or enhancing photographs. Instruction emphasizes the planning, development, and production of materials that visually communicate ideas and information.

**Grades:** 10, 11, 12; **Prerequisite:** Intro to 2 Dimensional Art recommended;  
**Credit:** 1

## FAMILY & CONSUMER SCIENCES (FACS)

Students may choose three of the following FACS courses to fulfill the required Health and Safety credit: Child Development and Parenting, Human Development and Family Wellness, Interpersonal Relations, Nutrition and Wellness. All classes meet Core 40 requirements and qualify as an Academic Honors Diploma elective.

### NUTRITION AND WELLNESS

This course is recommended for all students, regardless of their career path. This course provides students an understanding of nutrition and wellness by focusing on the promotion of a healthy lifestyle and nutrition choices. This course is designed to provide a strong foundation of knowledge, skills, attitudes, and behaviors on which to build positive nutrition and wellness practices that will last a lifetime. Students must be willing to sample their products that are prepared in class.

**Grades:** 9, 10, 11, 12; **Prerequisite:** None; **Credit:** 1

### ADVANCED NUTRITION AND FOODS

This course is a sequential course that addresses more complex concepts in nutrition and foods, with emphasis on contemporary economic, social, psychological, cultural, and global issues. Topics include nutrition and wellness for individuals and families across the life span: community and world food concerns, including hunger; impacts of technology on nutrition, goods, and related tools and equipment; management of food-related resources; acquiring, organizing, and evaluating information about foods and nutrition; and exploration of careers in all aspects of the food industry. Laboratory experiences which emphasize advanced applications are required. This course is recommended as a source of enrichment for any students and as a foundation for students with interest in any career or profession related to nutrition and foods.

**Grades:** 10, 11, 12; **Prerequisite:** Nutrition & Wellness; **Credit:** 1

### INTRODUCTION TO CULINARY ARTS & HOSPITALITY A & B

This course provides students with an introduction to basic culinary arts and hospitality knowledge and skills. It is especially appropriate for students with an interest in careers related to Hospitality, Tourism, and Culinary Arts. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes. Topics include basic culinary skills in the foodservice industry, safety and sanitation, nutrition, basic hospitality skills, customer relations, and career investigation. Students are able to explore this industry and examine their own career goals in light of their findings. Laboratory experiences that emphasize industry practices and develop basic skills are required components of this course.

**Grades:** 11, 12; **Prerequisite:** Advanced Nutrition & Wellness;  
**Credit:** 1 per semester

## CHILD DEVELOPMENT AND PARENTING

This course addresses the knowledge, attitudes, and behaviors associated with promoting optimal growth and development of infants and children. It uses a project-based approach, with higher order thinking, communication, leadership, and management processes to integrate topics into the study of individual and family issues. The focus is on research-based nurturing and parenting practices and skills that support positive development of children. Topics include consideration of the roles, responsibilities and challenges of parenthood; human sexuality; adolescent pregnancy; parental development; preparation for birth; the birth process; meeting the physical, social, emotional, intellectual, moral, and cultural growth and developmental needs of infants and children; impacts of heredity, environment, and family and societal crises on development of the child; meeting children's needs for food, clothing, shelter, and care giving; caring for children with special needs; parental resources, services, and agencies; and career awareness.

**Grades:** 10, 11, 12; **Prerequisite:** None; **Credit:** 1

## ADVANCED CHILD DEVELOPMENT

This course is recommended for any student interested in teaching, nursing, early childhood education, pediatrics, social work, or any profession in which individuals will be working with children or adolescents. This course addresses more complex issues of child development and early childhood education with emphasis on guiding physical, social, emotional, intellectual, moral, and cultural development throughout childhood, including school age children. Topics include positive parenting and nurturing across ages and stages; practices that promote long-term well-being of children and their families; developmentally appropriate guidance and intervention strategies with individuals and groups of children. Students will access, evaluate, and utilize information, including brain/learning research and other research results to meet needs of children, including those with a variety of disadvantaging conditions. Students will explore "all aspects of the industry" for selected child-related careers. Service learning experiences are highly recommended.

**Grades:** 10, 11, 12; **Prerequisite:** Child Development & Parenting; **Credit:** 1

## HUMAN DEVELOPMENT AND FAMILY WELLNESS

This course addresses development and wellness of individuals and families throughout life. A project-based approach integrates topics into the study of individual and family issues. Topics include human development and wellness concepts; goal setting, principles and practices; roles, responsibilities, and functions of families and family members; individual and family wellness planning; prevention and management of illnesses and disease; stress management; impacts of diverse perspectives and characteristics on development and family wellness, including adult care giving; contemporary issues such as ethics, human worth and dignity; family crisis, abuse, and violence; physical, mental, and emotional health, including substance use/abuse and eating disorders; managing health-related resources; community services and resources; and exploration of human and family services careers.

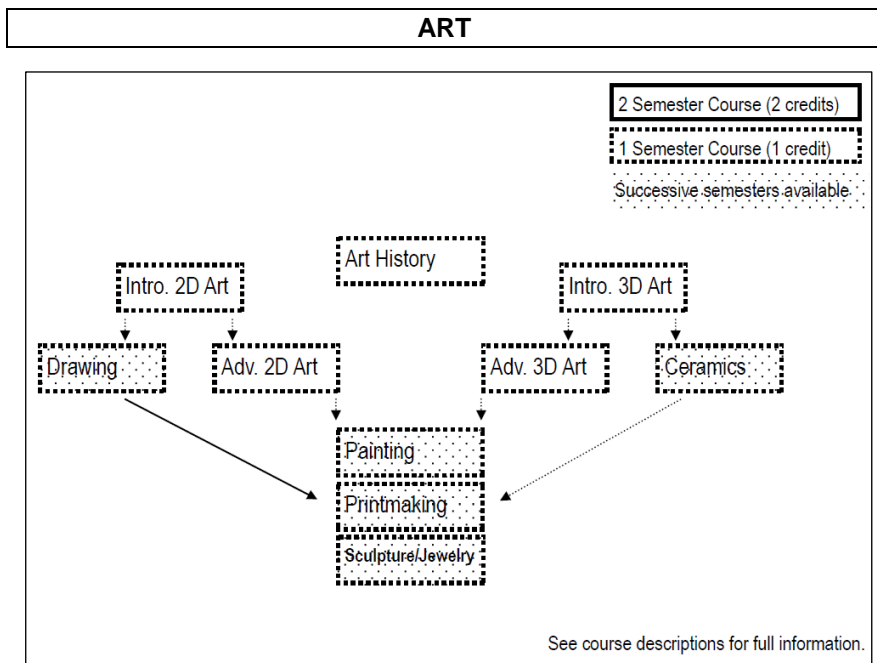
**Grades:** 10, 11, 12; **Prerequisite:** None; **Credit:** 1

**INTERPERSONAL RELATIONSHIPS**

This course addresses the knowledge, attitudes, and behaviors all students need for positive, caring, and respectful relationships in the family and with individuals at school, in the community, and in the workplace. Topics include individual and family issues, including components of healthy relationships; roles and responsibilities in relationships; ethics in relationships; factors that impact relationships (e.g. power, conflicting interests, peer pressure, life events); establishment and maintenance of relationships; self-esteem and self-image through healthy relationships; communication styles; techniques for effective communication, leadership, and teamwork; individual and group goal setting and decision making; prevention and management of stress and conflict; strategies to address violence and abuse; and related resources, services, and agencies.

**Grades:** 9, 10, 11, 12; **Prerequisite:** None; **Credit:** 1

## FINE ARTS



### ART HISTORY

The emphasis in this course is on art history and not studio artwork. This is a semester course and is designed for 9<sup>th</sup> through 12<sup>th</sup> grade students interested and engaged in sequential learning of art periods and artists. Experiences include art history, art criticism, aesthetics and some art production (not graded from a studio quality level, only informational). Instruction will focus on the elements and principles of art and how they relate to various art periods and artists of those periods. Students will sharpen their skills on understanding and appreciating art from pre-historic art in Western Europe to art in the present.

**Grades:** 9, 10, 11, 12; **Prerequisite:** None; **Credit:** 1

### INTRODUCTION TO 2 DIMENSIONAL ART

Students will engage in sequential learning experiences based on the principles and elements of design that encompass art history, art criticism, and aesthetics. The production of art will lead to the creation of quality student works. Students will receive in depth instruction in two-dimensional media including: experimentation and practice with selected mediums, processes, and techniques. Individual and group experiences should promote problem solving, creative thinking, and personal expression. Students will also visit the art museum and use other community art resources.

**Grades:** 9, 10, 11, 12; **Prerequisite:** None; **Credit:** 1



## ADVANCED 2 DIMENSIONAL ART

Students will build on the sequential learning experiences of Intro to 2 Dimensional Art that encompasses art history, art criticism, aesthetics, and production and lead to the creation of quality works. Students will be expected to begin to experiment in creating their own personal artist style. Self-motivation is the key factor to creativity in this class. Students will be encouraged to advance both their creativity and style, and to capitalize on self-expression through different mediums.

**Grades:** 9, 10, 11, 12; **Prerequisite:** Intro. 2D; **Credit:** 1

## INTRODUCTION TO 3 DIMENSIONAL ART

Students will build/fabricate from their drawings, creating finished art in the following mediums: clay, paper-mache/cardboard, wood, and metal. Students will reflect on, revise, and refine their art. They will learn problem solving techniques and critical thinking skills through sequential learning experiences that encompass art history, art criticism, aesthetics, and art production. Students will study and use the elements and principles of design. Students are to examine, analyze, interpret, and judge traditional and contemporary works of art in their art history lesson and apply those lessons to their own creations.

**Grades:** 9, 10, 11, 12; **Prerequisite:** None; **Credit:** 1

## ADVANCED 3 DIMENSIONAL ART

Students will build/fabricate from their drawings creating finished art in the following mediums: clay, paper-mache/cardboard, wood, and metal. Students will advance their art creation from their earlier works in 3 Dimensional Art class. They will reflect on, revise, and refine their art. They will learn problem solving techniques and critical thinking skills. There will be sequential learning experiences that encompass art history, art criticism, aesthetics, and art production, which will lead to creation of portfolio quality works. The art production will be focused on Advanced 3 Dimensional Art. Students will study and develop using the elements and principles of design in their art work. They will examine, analyze, interpret and judge traditional and contemporary works of art in their art history lessons and apply those lessons to their own creations.

**Grades:** 9, 10, 11, 12; **Prerequisite:** Intro. 3D; **Credit:** 1

## SCULPTURE/ JEWELRY

In this course, students reflect on, revise, and refine their own designs using problem solving techniques and critical thinking skills. Students will design and complete sculpture in the following basic materials: wood, stone, metal, and plastic. Students will also create jewelry by learning how to form, fabricate, shape, and silver solder semi-precious metals. Students will learn and use the following processes: additive, subtractive, and sculpture in the round, along with bass relief and high relief techniques. They will study the elements and principles of design, as well as technical tools and equipment.

**Grades:** 10, 11, 12; **Prerequisite:** Adv. 2D, Adv. 3D or Ceramics;  
**Credit:** 1 per semester

## CERAMICS

Ceramics students will create hand built clay art products using coil and slab techniques. Students will also learn to throw on the wheel. Students will reflect on, revise, and refine their own designs using problem solving techniques and critical thinking skills. All students will be exposed to and recognize significant works of western and non-western art and understand how art develops over time. They will examine, analyze, interpret, and judge traditional and contemporary works of art in art history lessons and their own creations.

**Grades:** 10, 11, 12; **Prerequisite:** Intro. 3D; **Credit:** 1 per semester

## DRAWING

This course is designed to introduce students to basic drawing skills, media, tools, and materials, along with an understanding of the elements and principles of design, as they relate to drawing. Students will engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and leads to the creation of quality works. Students will also be provided with sequential experiences drawing realistic and abstract compositions.

**Grades:** 10, 11, 12; **Prerequisite:** Intro. 2D; **Credit:** 1 per semester

## PAINTING

Students taking painting engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production that leads to the creation of portfolio quality work. Students will be given the opportunity to create their own style of painting as well as explore styles of old masters. Students should be self-motivated and willing to experiment with many techniques and interact with others. Students critique and learn from their peers as well as professional artists. Students discuss, identify, and comprehend traditional and contemporary paintings, learning to discriminate between professional judgment and personal preference. Painting will cover the appreciation, techniques, and application of watercolors and acrylic paint in a variety of subject matter and materials. Students will learn to use power tools such as saws and drills. Students will design and create their own canvases.

**Grades:** 10, 11, 12; **Prerequisite:** Adv. 2D, Adv. 3D, or Drawing;  
**Credit:** 1 per semester

## PRINTMAKING

Students will create portfolio quality works of art using a variety of printmaking techniques. Linoleum (linocut), reductive multicolor linocut, stenciling, silk screen printing, photo silk screen printing, textile screen printing, and woodcut printmaking will all be explored. Students will have opportunities to make large editions of prints to trade, build portfolios, wear, publish, sell, or exhibit. Self-motivation, attention to detail, and an interest in design through the use of the principles and elements of art are important for success in this course. Students will learn about the history of printmaking and its uses in advertising, politics, journalism, and the world of fine art, as well as examining, analyzing, interrupting, and judging contemporary print artwork.

**Grades:** 10, 11, 12; **Prerequisite:** Adv. 2D or Adv. 3D;  
**Credit:** 1 per semester

<b>MUSIC</b>
--------------

**CONCERT BAND (L)**

Ensemble and solo activities are designed to develop elements of musicianship including, but not limited to: tone production, technical skills, intonation, musical reading skills, listening skills, analyzing music, and studying historically significant styles of literature. The band prepares two formal concerts per year and participates in a concert band contest in the spring. Students will also be divided into Red Spirit and White Spirit bands. The two Spirit Bands will then take turns performing at basketball games. **Percussion accepted only through Director approval. Students enrolled in band will play at home football games.**

**Grades:** 9, 10, 11, 12; **Prerequisite:** Minimum of 2 years in middle school band or Director Approval; **Credit:** 1 per semester

**RICHMOND SYMPHONIC BAND**

Ensemble and solo activities are designed to develop elements of musicianship including, but not limited to: tone production, technical skills, intonation, musical reading skills, listening skills, analyzing music, and studying historically significant styles of literature. Mastery of advanced wind band technique must be evident. Areas of refinement consist of advanced techniques including, but not limited to: intonation, balance and blend, breathing, tone production, tone quality, technique, rhythm, sight-reading, and critical listening skills. Interested students, after auditioning, will be placed in the appropriate band by the Directors. Students will also be divided into Red Spirit and White Spirit bands. The two Spirit Bands will then take turns performing at basketball games. **Students enrolled in band will perform at home football games.**

**Grades:** 9, 10, 11, 12; **Prerequisite:** Successful Audition; **Credit:** 1 per semester

**PERCUSSION ENSEMBLE**

The focus of this class will be to become “technically sound” with the various percussive instruments while also learning and supplying the music for the Wind Symphony/Symphonic Band, Spirit Band for basketball games, and marching percussion for the football games. There will also be mandatory rehearsals out of the school day necessary for our percussion to be integrated into the concert music. Specific days and times will be provided after the beginning of school. All percussion grades 9, 10, 11, 12 will take Instrumental Ensemble. Wind players accepted ONLY through Director/Chair approval.

**Grades:** 9, 10, 11, 12; **Prerequisite:** Minimum of 2 years in middle school percussion or Director Approval; **Credit:** 1 per semester

## ORCHESTRA ADVANCED

Admission into the advanced orchestra may only be attained through successful participation in at least two years of intermediate orchestra and/or an audition with the director. Students will continue their sequential development through advanced string techniques, as well as standard and contemporary literature. Students will also focus and be instructed in: tone production, technical skills, intonation, musical reading skills, listening skills, and analyzing music. The ensemble prepares three (3) or more concerts per year, participates in ISSMA Organizational and ISSMA Solo & Ensemble. Evening or extra rehearsals may be required as the orchestra prepares for concerts, contest, trips, or festival competitions. Trips and/or festivals are not required of the class, but are desired. It is an expectation that students will remain in this ensemble both semesters, unless approved by the director.

**Grades:** 9, 10, 11, 12; **Prerequisite:** Minimum of 2 years in middle school orchestra *or* Director Approval; **Credit:** 1 per semester

## SYMPHONY ORCHESTRA

The symphony orchestra will study and perform from the vast repertoire of standard and contemporary orchestral literature which utilizes all families of the orchestra –strings, woodwinds, brass, and percussion. Membership for woodwind, brass, and percussion students requires an audition and supporting director recommendations. Advanced Orchestra members make-up the string section for this orchestra. Students must be current members of a “band related” performing ensemble. Additional rehearsals or sectionals may occur before or after school. Credit will not be given to students until the 2<sup>nd</sup> semester, and only if all attendance and performance requirements are met. This ensemble performs at least two (2) times a year.

**Grades:** 9, 10, 11, 12; **Prerequisite:** Enrolled in a Performing Ensemble; **Credit:** ½ per year

## INTERMEDIATE CHORUS (L) RHS SINGERS

The choir develops a 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. Students are selected on the basis of past experience in singing choral music as well as musical ability. Three and four-part music is performed. The students prepare for one choral concert and choir contest in the spring.

**Grades:** 9, 10, 11, 12; **Prerequisite:** Successful Audition; **Credit:** 1 per semester

## **INTERMEDIATE CHORUS (L) CONCERT CHOIR**

This choir develops a 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. Admission by successful audition. Students are selected on the basis of past experience as well as musical ability. Advanced choral literature is performed. The students prepare for one choral concert and choir contest in the spring.

**Grades:** 9, 10, 11, 12; **Prerequisite:** Successful Audition;  
**Credit:** 1 per semester

## **ADVANCED CHORUS (L) SYMPHONIC CHOIR**

Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Students in chorus create, perform, conduct, listen to, and analyze, in addition to focusing on specific subject matter. Students are selected on the basis of past experience in singing choral music as well as musical ability. Advanced choral literature is performed. This choir has several community performances. This choir performs at two choral concerts and a choir contest in the spring.

**Grades:** 9, 10, 11, 12; **Prerequisite:** Successful Audition;  
**Credit:** 1 per semester

## **CHORAL CHAMBER ENSEMBLE (L)**

Students in chorus create, perform, conduct, listen to, and analyze, in addition to focusing on specific subject matter. Chamber Ensemble singers must also retain membership in the Symphonic Choir. The class meets daily. Many community performances are given by the group. The choir performs at two choir concerts and several choir contests in the spring.

**Grades:** 9, 10, 11, 12; **Prerequisite:** Successful Audition;  
**Credit:** 1 per semester

## **DANCE PERFORMANCE (L)**

Students learn various dance and flag routines through individual and group instruction. Dance technique, dance vocabulary, peer teaching, and group choreography is also utilized. The class is required of Devilettes. The Devilettes participate with the marching band at football games and civic parades. They also present basketball pre-game or half-time shows. Being a Devilette is achieved through a tryout procedure before a selection committee.

**Grades:** 9, 10, 11, 12; **Prerequisite:** Successful Audition;  
**Credit:** 1 per semester

**MUSIC HISTORY APPRECIATION**

This is a non-performance, one Semester class. 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: listening to, analyzing, and describing music; evaluating music and music performances; and understanding relationships between music and the other arts, as well as disciplines outside of the arts.

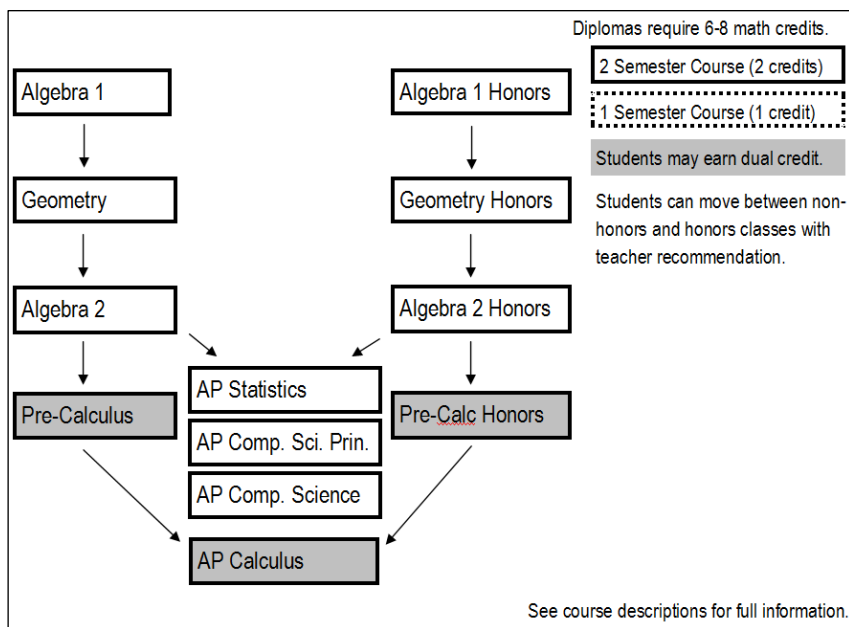
**Grades:** 9, 10, 11, 12; **Prerequisite:** None; **Credit:** 1

**STEEL DRUM ENSEMBLE**

This “high energy” ensemble is designed for current musicians looking to perform with a fun, upbeat group. Members will learn to play the different instruments of the steel drum ensemble as well as the traditional Caribbean Musical Style. The ensemble will perform several times throughout the year and members must be willing to attend these out-of-school performances. Due to the limited amount of instruments, the class size will not exceed 24 students.

**Grades:** 9, 10, 11, 12; **Prerequisite:** None; **Credit:** 1 per semester

## MATHEMATICS



### ALGEBRA 1 A & B

(N)

Algebra 1 includes studying the language of Algebra in the real number system. Topics will include, but are not limited to: Real numbers and expressions, Functions, Linear equations, inequalities, and functions, Systems of equations and inequalities, Quadratic and exponential equations and functions, data analysis and statistics, and mathematical processes. Problem solving will be stressed throughout the course. Graphing as a visual picture will be included. Algebra 1A & 1B course credits are required for graduation.

**Grades:** 9, 10, 11, 12; **Prerequisite:** None; **Credit:** 1 per semester

### HONORS ALGEBRA 1 A & B

(N, T1)

Honors Algebra 1 includes studying the language of Algebra in the real number system. The pace and sequence of the class is suited to students with some prior experience with Algebra I or strong math aptitude. Topics will include, but are not limited to: real numbers and expressions, functions, linear equations, inequalities, and functions, systems of equations and inequalities, quadratic and exponential equations and functions, data analysis and statistics, and mathematical processes. Problem solving will be stressed throughout the course. Graphing as a visual picture will be included. Algebra 1A & 1B course credits are required for graduation. Honors Algebra students will do more complex problems and manipulations than academic Algebra students.

**Grades:** 9; **Prerequisite:** Teacher Recommendation/ Algebra in 8<sup>th</sup> grade;  
**Credit:** 1 per semester

**ALGEBRA 2 A & B**

(N)

Algebra 2 is a course beginning with a comprehensive review of previously studied algebraic concepts. Topics will include, but are not limited to: relations and functions; linear and absolute value functions and inequalities; quadratic equations; polynomials; algebraic fractions; logarithmic and exponential functions; and number theory. Problem solving will be stressed throughout the course. Students are required to have one of the following calculators: TI-83, TI-83Plus, TI-84, or TI-84Plus. Students may buy their own or rent one from the math department. **Only with teacher recommendation may Geometry and Algebra II be taken concurrently.**

**Grades:** 10, 11, 12; **Prerequisite:** Geometry B/ Algebra 2A;  
**Credit:** 1 per semester

**HONORS ALGEBRA 2 A & B**

(N, T1)

Honors Algebra 2 builds on reasoning and algebraic skills reviewed in Honors Geometry (A & B). Topics will include, but are not limited to: relations and functions; linear and absolute value functions and inequalities; quadratic equations; conics; polynomials; algebraic fractions; logarithmic and exponential functions; rational functions; systems of equations and inequalities; an introduction to trigonometry; and number theory and probability. Problem solving will be stressed throughout the course. Students are required to have one of the following calculators: TI-83, TI-83Plus, TI-84 or TI-84Plus. Students may buy their own or rent one from the math department. **Honors Algebra 2 students will do more complex problems and manipulation than academic Algebra 2 students.**

**Grades:** 10, 11, 12; **Prerequisite:** Grade of A/B in Geometry B H *and* Teacher Recommendation/ Algebra 2A H grade of C- or better;  
**Credit:** 1 per semester

**GEOMETRY A & B**

(N)

Geometry is the study of congruence and similarity in the geometric plane. Algebraic concepts and properties will be used to prove geometric conjectures and construct mathematical reasoning. Topics will include, but are not limited to: the relationship between geometric ideas and their representation in the coordinate plane; the study of triangles, lines, points, angles, and planes; quadrilaterals and other polygons; circles; polyhedrons and other solids; area and volume; and basic trigonometry. Problem solving, which includes methods of proof, will be stressed throughout the course. Students will periodically practice using a TI-84Plus graphing calculator in class, but are not required to purchase their own.

**Grades:** 10, 11, 12; **Prerequisite:** Algebra 1B/ Geometry A;  
**Credit:** 1 per semester



**HONORS GEOMETRY A & B**

(N, T1)

Honors Geometry introduces mathematical justification through proof and algebraic reasoning. Topics will include, but are not limited to: Pythagorean Theorem; relationships between geometric ideas and their representation in the coordinate plane; properties of angles, lines, points, and planes; spatial visualization, figure dissection, figure construction, congruence, and transformations; logical arguments and various styles of proof; basic trigonometry; the study of triangles, quadrilaterals, and other polygons; circles; and polyhedra and other solids. Students will learn to justify, prove, and manipulate mathematics through extensive problem solving in this course. Students will periodically practice using a TI-84Plus graphing calculator in class, but are not required to purchase their own. **Honors Geometry students will do more complex problems and manipulations than academic Geometry students.**

**Grades:** 9; **Prerequisite:** Grade of A/B in Alg 1B, NWEA score *and* Teacher Recommendation/ Geom A H grade of C- or better; **Credit:** 1 per semester

**PRE-CALCULUS A & B**

(N, DC)

Pre-Calculus builds on algebraic skills covered in Algebra II. Topics will include, but are not limited to: matrices; applications of polynomial, exponential, and logarithmic functions; complex numbers; trigonometric and circular functions (including applications); and polar coordinates. Problem solving will be stressed throughout the course. Students are required to have one of the following calculators: TI-83, TI-83Plus, TI-84 or TI-84Plus. Students may buy their own or rent one from the math department. **Pre-Calculus A & B are available for dual credit through Ivy Tech.**

**Grades:** 10, 11, 12; **Prerequisite:** Algebra 2B/ Pre-Calc A; **Credit:** 1 per semester

**HONORS PRE-CALCULUS A & B**

(N, DC, T1)

Honors Pre-Calculus builds on algebraic skills covered in Honors Algebra II. Topics will include but not be limited to: circular and trigonometric functions; exponential and logarithmic functions; matrices; number theory; binomial theorem; polar coordinates; mathematical induction; line of best fit and modeling; derivatives; and data analysis. Problem solving will be stressed throughout the course. Students will be expected to complete projects to expand their understanding of topics covered. Students are required to have one of the following calculators: TI-83, TI-83Plus, TI84 or TI-84Plus. Students may buy their own or rent one from the math department. **There is an expectation that Honors Pre-Calculus students will do more complex problems and manipulations than academic Pre-Calculus students. Honors Pre-Calculus A & B are available for dual credit through IU.**

**Grades:** 10, 11, 12; **Prerequisite:** Grade of A/B in Alg IIB H *and* Teacher Recommendation/ Pre-Calc IA H grade of C- or better; **Credit:** 1 per semester

**AP CALCULUS A & B**

(N, T2)

AP Calculus is a year-long course for the very capable mathematics student. Topics will include, but are not limited to: limits and continuity; differential calculus; applications of derivatives; integral calculus; application of integration; mathematical reasoning; and problem solving. Students are required to have one of the following calculators: TI-83, TI-83Plus, TI-84, or TI-84Plus. Students may buy their own or rent one from the math department.

**Grades:** 11, 12; **Prerequisite:** Pre-Calc B/ AP Calc A; **Credit:** 1 per semester

**AP STATISTICS A & B**

(N, T2)

AP Statistics is a year-long course introducing students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Topics include exploring data, describing patterns, and departures from patterns; sampling and experimentations, planning and conducting a study; anticipating patterns, exploring random phenomena using probability and simulation; and statistical inference, estimating population parameters and testing hypotheses. Students are required to have one of the following calculators: TI-83, TI-83Plus, TI-84, or TI-84Plus. Students may buy their own or rent one from the math department. **AP Statistics students should possess strong reading and writing skills.**

**Grades:** 10, 11, 12; **Prerequisite:** Algebra 2B/ AP Stat A;  
**Credit:** 1 per semester

**AP COMPUTER SCIENCE PRINCIPLES A & B**

(N, T2)

This course invites students to understand how computing changes the world, introducing them to the central ideas of computer science and practices of computational thinking. It goes beyond the study of machines and systems and gives students the opportunity to investigate computing innovations that span a variety of interests, exploring the ethical implications of these new technologies. Broader aspects of computing are studied, including programming, abstractions, algorithms, and topics like the global impact of computing, the internet and cybersecurity, large data sets, and creativity. Students use current technologies to create computational artifacts for problem solving and self-expression. The course counts as elective or Math credit.

**Grades:** 9, 10, 11, 12; **Prerequisite:** Algebra I B; **Credit:** 1 per semester

**AP COMPUTER SCIENCE A & B**

(N, T2)

AP Computer Science provides students with the content established by the College Board. The course utilizes Java programming and emphasizes object-oriented programming methodology with concentration on problem solving and algorithm development. It also includes the study of data structures, design, and abstraction. The course counts as elective or Math credit.

**Grades:** 11, 12; **Prerequisite:** Algebra II B; **Credit:** 1 per semester

## ALGEBRA ENRICHMENT

These courses are designed to support student achievement in Algebra I. Topics will include but not be limited to: real numbers and expressions, functions, linear equations, inequalities, and functions, systems of equations and inequalities, quadratic and exponential equations and functions, data analysis and statistics, and mathematical processes. Various instructional techniques will be utilized, such as, but not limited to: flexible grouping, computer applications, and whole group study. **This course does not count as a math credit, but as an elective credit.**

**Grades:** 9; **Prerequisite:** Teacher Recommendation; **Credit:** 1 per semester

## MATH LAB

Math Lab is designed to help students increase their basic math skills as well as improve skills related to state-exam topics. This class specifically supports students who still need to fulfill the graduation test requirement and/or students who have not been successful earning math credit in a traditional class. Students may work on credit recovery as appropriate. Individualization will be a key component. Various instructional techniques will be utilized, such as, but not limited to: flexible grouping, computer applications, and whole group study. **This course does not count as a math credit, but as an elective credit.**

**Grades:** 12; **Prerequisite:** Teacher Recommendation;

**Credit:** 1 per semester

## MULTIDISCIPLINARY COURSES

### AVP: ALTERNATIVES TO VIOLENCE PROJECT

The Alternatives to Violence course is a skills based experiential course that introduces the practice of leadership development, community building, empathy, active listening, and other necessary 21<sup>st</sup> Century skills. The class incorporates a number of peer to peer, small group, and large group discussions around violence, non-violence, and the nature of conflict in our personal lives and in our communities. The course also includes hands on learning activities that provide students with a safe environment in which they may practice necessary skills for deescalating and solving conflicts. The course runs for one semester and includes the opportunity for students to be trained facilitators of the course for a following semester. Students who complete the course will receive a Basic level manual and will have the opportunity to facilitate workshops in the school setting and/or in the community. Juniors and Seniors may be eligible to take this course for credit as part of Service Learning.

**Grades:** 10, 11, 12; **Prerequisite:** None; **Credit:** 1

### INNOVATION AND OPEN SOURCE LEARNING

This course will focus on developing new ways of thinking, and puts a premium on collaboration with outside experts to complete projects. However, unlike many traditional courses, students will be responsible in finding opportunities to demonstrate learning by looking for opportunities to innovate. (In short, if you were given a class to pursue your own academic interests, what would you research? From who would you want to learn?) Students will be asked to conduct projects either solo or in groups of no more than three. Each project must contain evidence of Indiana Standards. A written proposal, including standards and a mentor willing to help, is needed for approval to move forward. To complete a project, a reflection paper is also due, as well as a “TED Style” presentation to key stakeholders, including verbal and visual evidence.

**Grade Level:** 10, 11, 12; **Prerequisite:** Algebra 1B; **Credit:** 1 per semester

### COMPUTER TECH SUPPORT: RHS TECH TEAM

Tech Team is based on ISTE Standards. ISTE is the International Society for Technology in Education. It is a year-long, hands on study of technology integration in an educational context. Students are required to assess problem sets throughout the day and define the best approach to addressing or solving the problem. In addition to solving problems for students and teachers, students will be required to complete and maintain several running projects that address problems or solutions in educational technology integration. The course also asks students to have a basic understanding of Apple OS, Microsoft Windows OS, and the iPad iOS. In addition to skills and knowledge related to educational technology, Help Desk students should possess strong research, writing, and critical thinking skills. Students are also expected to be self-motivated, independent learners.

**Grade Level:** 10, 11, 12; **Prerequisite:** Completed Application;  
**Credit:** 1 per semester

## SERVICE LEARNING

Service Learning allows schools to provide youth with an education connected to real world experiences by incorporating community service into their philosophy and/or curriculum. Service Learning credit is available to juniors and seniors for a maximum of two credits. Students must be enrolled in the Service Learning course by the beginning of the semester and no later than 2 weeks into the semester in order to earn a credit in the course. Students must work with a counselor to sign up for the course.

**Grades:** 11, 12; **Prerequisite:** Application & Teacher Selection; **Credit:** 1

## CLERICAL PRACTICE

**Requirements:** 95% or better attendance rate and 2.0 grade point average. This consists of routine work experiences in the school offices and in the Media Center.

**Grades:** 11, 12; **Prerequisite:** Application & Counselor Approval; **Credit:** 0

## CAREER INFORMATION AND EXPLORATION (JAG)

Enrollment in this course is only open to students participating in the Jobs for America's Graduates (JAG) program. The Career Information and Exploration course provides students opportunities to learn about themselves and about various traditional and nontraditional occupations and careers. Students are also provided assistance with improving their reading, math, and writing skills as a part of the program. Students also gain an awareness of the type of occupational preparation or training needed for various occupations and careers. Students develop skills in (1) employability, (2) understanding the economic process, and (3) decision making and planning. Résumé development experience, career-related testing, and job placement assistance are provided to students.

**Grades:** 11, 12; **Prerequisite:** JAG program enrollment;  
**Credit:** 1 per semester

<b>EARLY COLLEGE</b>
----------------------

**CRITICAL THINKING (EC)**

Critical Thinking challenges students in the Early College program to think critically, analytically, and philosophically. Students learn to formulate thoughtful questions, connect ideas, and challenge concepts. Active class participation is essential, and includes questioning, rational discussion, and reasoned argumentation.

**Grades:** 10; **Prerequisite:** English 9B, Early College Program; **Credit:** 1

**COLLEGE ENTRANCE PREP (EC)**

College-Entrance Preparation utilizes individual student score reports to prepare students for college readiness assessments. The course will also encompass test taking strategies to prepare students for success on these assessments. College selection and application are also included, to better prepare students for overall college-readiness.

**Grades:** 11; **Prerequisite:** English 10B, Early College Program; **Credit:** 1

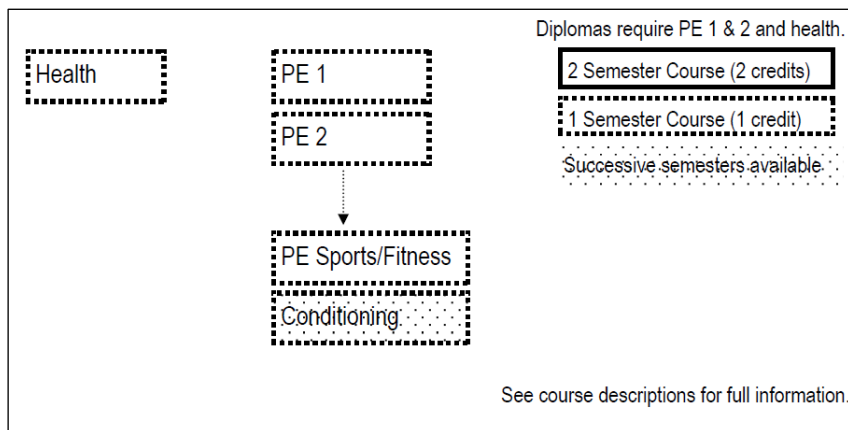
**SENIOR RESOURCE (EC)**

This course, for Early College Seniors, will facilitate enrollment with Ivy Tech's "Take a Course On Us" program in a supported environment. Students will enroll and work online through Ivy Tech, while receiving mentoring and feedback for college admissions.

**Grades:** 12; **Prerequisite:** Early College Program; **Credit:** 0

## PHYSICAL EDUCATION

**Students may earn one PE credit by participating in a sport or marching band and ending the season in good standing. Students must notify their counselor to have this participation added to their transcript.**



### PHYSICAL EDUCATION 1 (L)

Secondary Physical Education 1 emphasizes health-related fitness components while developing the skills necessary for a lifetime of activity. During this course students will be taking the Fitness-gram fitness tests, which include cardiovascular endurance, flexibility, muscular strength, muscular endurance, and body composition. This course also includes skill development, application of rules and strategies for the following activities; softball, tennis (weather permitting), soccer, team handball, volleyball, golf (weather permitting) and pickleball. Also included are recreational activities such as mat ball, kickball, ultimate Frisbee, whiffle ball, and flag football.

**Grades:** 9, 10, 11, 12; **Prerequisite:** None; **Credit:** 1

### PHYSICAL EDUCATION 2 (L)

Secondary Physical Education 2 continues to emphasize and test health-related fitness components such as cardiovascular endurance, flexibility, muscular strength, and muscular endurance. This course also includes skill development, application of rules, and strategies for the following activities: table tennis, badminton, racquetball, handball, pickleball, basketball, tennis (weather permitting), golf (weather permitting). Also included are recreational activities such as mat ball, kickball, ultimate Frisbee, whiffle ball, and flag football.

**Grades:** 9, 10, 11, 12; **Prerequisite:** None; **Credit:** 1

## **ELECTIVE PHYSICAL EDUCATION - SPORTS AND FITNESS**

Specialized physical education is designed to help students make wise choices in the selection of lasting, life time sport activities through individual and group instruction. Students will continue to be tested over health related fitness components. Activities include: tennis, volleyball, handball, badminton, team handball, softball, and pickleball. Also included are recreational activities such as mat ball, kickball, ultimate Frisbee, and whiffle ball.

**Grades:** 9, 10, 11, 12; **Prerequisite:** PE 1 & 2; **Credit:** 1

## **ELECTIVE PHYSICAL EDUCATION – CONDITIONING**

Conditioning is a course designed to introduce weight training and explosive speed development skills. Emphasis will be placed on proper lifting technique, spotting technique, all-around weight room safety. More advanced students will work on strength gains, explosive power flexibility, and muscular endurance. Students will develop goals to achieve maximum performance in physical activities and athletic events, using components such as intense weight training, flexibility routines, as well as explosive and plyometric drills. The program is designed for both females and males and is highly energetic.

**Grades:** 9, 10, 11, 12; **Prerequisite:** PE 1 & 2; **Credit:** 1

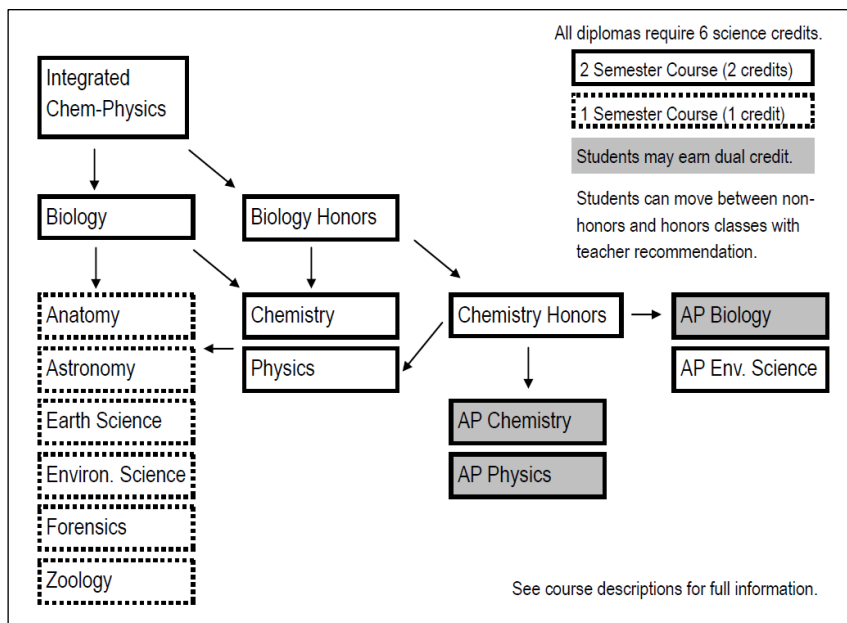
## **HEALTH EDUCATION**

Health education is a one-semester course which focuses on self-esteem, choices, and human growth and development. The program promotes wellness as a life-long process. It encompasses the physical, social, spiritual, mental, emotional, and environmental health of the individual. Particular encouragement to abstain from drugs and alcohol, tobacco use and risky behaviors will be included. The class emphasizes goal-setting, decision making and building positive relationships. **This course is required for graduation.**

**Grades:** 9, 10, 11, 12; **Prerequisite:** None; **Credit:** 1



## SCIENCE



### INTEGRATED CHEMISTRY & PHYSICS (ICP) A & B

(N)

This course 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.

**Grades:** 9; **Prerequisite:** none; **Credit:** 1 per semester

### BIOLOGY A & B (L)

(N)

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, as well as 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) investigate biological questions and problems related to personal needs and social issues.

**Grades:** 10, 11, 12; **Prerequisite:** None; **Credit:** 1 per semester

**HONORS BIOLOGY A & B (L)**

(N, T1)

This course meets all Indiana Academic Standards for Biology I and prepares students for the academic requirements of Advanced Placement (AP) Biology. This course will focus on 4 major units of study; Ecology, the Cell, Genetics and Evolution. This course will provide the opportunity for regular laboratory investigations and activities. Long-term projects may also be included during this course.

**Grades:** 9, 10; **Prerequisite:** Grade of A/B in 8<sup>th</sup> Grade Science or ICP and Teacher Recommendation/ Bio A H; **Credit:** 1 per semester

**CHEMISTRY A & B (L)**

(N)

Chemistry allows students to synthesize useful models of the structure of matter and the mechanisms of its interactions, through laboratory investigations of matter and 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) investigate chemical questions and problems related to personal needs and social issues; and (4) learn and practice laboratory safety.

**Grades:** 10, 11, 12; **Prerequisite:** enrolled or completed Geometry/ Chem A; **Credit:** 1 per semester

**HONORS CHEMISTRY A & B (L)**

(N, T1)

This course allows students to synthesize models of the structure of matter and the mechanisms of its interactions through laboratory investigations of matter and chemical reactions. In addition to the opportunities provided in Chemistry I, students in this course will: (1) do 50% laboratory investigations and activities; (2) study the additional topics of quantum mechanics, kinetic mechanisms, chemical equilibria, and organic chemistry; (3) synthesize data and observations into theoretical models, and (4) conduct a major, long-term project.

**Grades:** 10, 11, 12; **Prerequisite:** enrolled or completed Algebra 2/ Chem A H; **Credit:** 1 per semester

**PHYSICS A & B (L)**

(N)

Physics I aids students in synthesizing the fundamental concepts and principles concerning matter and energy through the laboratory study of mechanics, wave motion, heat, light, electricity, magnetism, electromagnetism, and atomic and nuclear physics. Students have opportunities to: (1) acquire an awareness of the history of physics and its role in the birth of technology; (2) explore the uses of its models, theories, and laws in various careers, and (3) investigate physics questions and problems related to personal needs and social issues. (Algebra II is recommended)

**Grades:** 11, 12; **Prerequisite:** enrolled or completed Algebra 2/ Physics A; **Credit:** 1 per semester

**ANATOMY & PHYSIOLOGY (L)**

(N)

This course will focus on human anatomy and physiology, from the cellular level to the organ system level. The following units will be explored: basic anatomical and physiological terminology; cells; histology (tissues); special senses; integumentary, skeletal, cardiovascular, nervous, respiratory and digestive systems. Laboratory experience, projects and dissection will be important components of the course.

**Grades:** 10, 11, 12; **Prerequisite:** Biology A & B and Algebra 1B; **Credit:** 1

**ASTRONOMY (L)**

(N)

This course focuses on the cosmos outside the solar system. Students will learn about the early history of astronomical observation, how astronomers derive everything we know about the cosmos from the analysis of starlight, the life cycles of various types of stars, and our current understandings of the birth (and possible death) of the universe. These topics will be examined using data from ground-based and space-based observation platforms such as the Very Large Array in New Mexico, the Hubble Space Telescope, and the James Webb Space Observatory. This course relies heavily on the scholarship of Neil DeGrasse Tyson, a leading science communicator, best-selling author, and host of the PBS television series originated by Carl Sagan, Cosmos.

**Grades:** 10 with approval, 11, 12; **Prerequisite:** ICP or Chemistry; **Credit:** 1

**EARTH SCIENCE (L)**

(N)

This course will examine the materials and processes that interact on the Earth's surface, and beneath its surface, to create the features we see now. Students will learn about the composition of the Earth's interior and crust, the forces of weathering and erosion that shape the surface, and the central organizing principle of all geology: the dynamics of plate tectonics. In addition, this course will explore the common features of the world's oceans. This would include the geology of the ocean floor, the circulation patterns of water depending on temperature, pressure, and salinity, and also the distribution of aquatic life in various zones of the oceans. Students will also learn about the Earth's atmosphere, including its composition, structure, and differential heating, the water cycle, air pressure, wind and weather patterns. Special consideration will be given to global climate change.

**Grades:** 10 with approval, 11, 12; **Prerequisite:** ICP or Chemistry; **Credit:** 1

**ENVIRONMENTAL SCIENCE**

(N)

Students investigate, through laboratory and fieldwork, the concepts of environmental systems, populations, natural resources, and environmental hazards. Students have opportunities to: (1) gain understanding of how the scientific enterprise operates through examples of historical events; (2) investigate how populations and ecosystems change over time; (3) study how humans interact with the natural environment; (4) explore current environmental problems and take positions on possible solutions.

**Grades:** 11, 12; **Prerequisite:** Biology B & any physical science B **Credit:** 1

**FORENSIC SCIENCE (L)**

(N)

This course is an integrated science that involves the disciplines of biology, chemistry, anthropology, criminal justice, physics, law, medicine and professional writing. This course is a hands-on course that will allow students to improve their critical reading, critical thinking, data collecting, and problem solving skills. Focus will be on the following: collection and evaluation of evidence; analysis techniques; microscopic evaluation of evidence; analysis of hair, fiber, serology, entomology, DNA evidence, and fingerprint analysis. Criminal case studies, as well as issues of a sensitive nature, will be discussed as part of the coursework. This course is recommended for students considering careers in the following: medicine, law, law enforcement, and forensics.

**Grades:** 11, 12; **Prerequisite:** Algebra 1, Biology A & B, and any one physical science credit; **Credit:** 1

**ZOOLOGY (L)**

(N)

Zoology (the study of animals through understanding of behavior, physical structure, evolution and classification) is a course that develops a fundamental understanding of animal classification, phylogeny (evolutionary relationships), and animal anatomy. Students will learn classification and evolutionary lineage between vertebrates and invertebrates. Lecture emphasis will be on levels of organization, reproduction and development, comparative systems, and a survey of selected phyla. Students will specifically be learning about invertebrates such as worms, echinoderms, mollusks, arthropods, as well as vertebrates such as fishes, amphibians, reptiles, birds, and mammals. Labs will focus on comparative anatomy and specific animal structure through observation and dissection. Student will dissect individual organisms such as the earthworm, clam, starfish, grasshopper, crayfish, with the dissection of the frog, and perch. The course is designed to strengthen an interest in the field of zoology or other animal sciences. It will also reinforce students who would like to enter into the medical fields by introducing students to the anatomical side of science.

**Grade Level:** 11, 12; **Prerequisite:** ICP, Biology; **Credit:** 1

**AP BIOLOGY A & B**

(N, DC, T2)

Biology, Advanced Placement is a course based on the content established by the College Board. The major themes of the course include: The process of evolution drives the diversity and unity of life, biological systems utilize free energy and molecular building blocks to grow, to reproduce and to maintain dynamic homeostasis, living systems store, retrieve, transmit and respond to information essential to life processes, biological systems interact, and these systems and their interactions possess complex properties.

**Grades:** 10, 11, 12; **Prerequisite:** Bio B H and enrolled or completed Chemistry; **Credit:** 1 per semester

**AP ENVIRONMENTAL SCIENCE A & B (L)**

(N, T2)

AP Environmental Science (APES) is a course based on content established by the College Board. Students enrolled in AP Environmental Science investigate the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world and to identify and analyze environmental problems both natural and human-made. The course is divided into nine units: Ecosystems; Biodiversity; Populations; Earth Systems; Land and Water Use; Energy Production and Consumption; Air Pollution; Land and Water Pollution; Climate Change. Students will understand and evaluate factors associated with societies that support more sustainable living.

**Grades:** 10, 11, 12; **Prerequisite:** enrolled or completed Bio H & Chemistry/ AP EnvSci A; **Credit:** 1 per semester

**AP CHEMISTRY A & B (L)**

(N, DC, T2)

Advanced Placement Chemistry is a yearlong course which follows College Board entrance examination guidelines for Advanced Placement Chemistry. A college text used with the course and laboratory work will be an important part of the student's experience. Students will gain knowledge of the structure of matter, kinetic theory of gases, chemical equilibria, chemical kinetics and the basic concepts of thermodynamics.

**Grades:** 11, 12; **Prerequisite:** Algebra 2B and Chem B H/ AP Chem A; **Credit:** 1 per semester

**AP PHYSICS 1 A & B**

(N, DC, T2)

AP Physics 1 is a year-long course which follows the College Board Entrance Examination guidelines for the advanced placement Physics 1 course. This is a first year physics course equivalent to a first-semester college course in algebra-based physics. A college text is used and laboratory work will be an important part of the student's experience. The course covers Newtonian mechanics (including rotational dynamics and angular momentum); work, energy, and power; mechanical waves and sound. It will also introduce electric circuits.

**Grades:** 11, 12; **Prerequisite:** Algebra 2B/ AP Physics 1A;  
**Credit:** 1 per semester

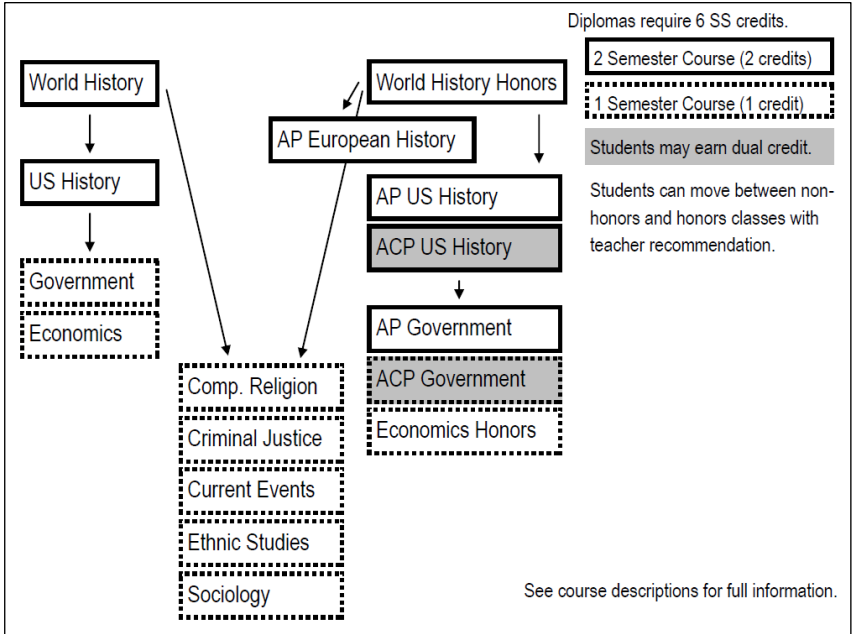
**AP PHYSICS 2 A & B**

(N, DC, T2)

AP Physics 2 is a year-long course which follows the College Board Entrance Examination guidelines for the Advanced Placement Physics 2 course. This is a second year physics course equivalent to a second-semester college course in algebra based physics. A college text is used and laboratory work will be an important part of the student's experience. The course covers fluid mechanics; thermodynamics; electricity and magnetism; optics; atomic and nuclear physics.

**Grades:** 11, 12; **Prerequisite:** enrolled or completed Pre-Calc and AP Physics 1B or teacher approval; **Credit:** 1 per semester

## SOCIAL STUDIES



### WORLD HISTORY A & B

(N)

Each part of the course will be divided into five major areas of study that have significantly influenced the development of Western Civilization. In semester A these areas are: Early Civilization, Pre-history, 256 B.C.E., Empires of the Ancient World, 600 B.C.E., Regional Civilizations, 500 C.E.-1650 C.E., and Early Modern Times, 1300 C.E.-1800 C.E. In semester B, the class studies: Enlightenment and Revolution, 1707-1850 C.E., Industrialization and the New Global Age, 1800-1915 C.E., World Wars and Revolution, 1915-1955 C.E., and The World Today, 1945-present.

**Grades:** 9; **Prerequisite:** None; **Credit:** 1 per semester

### HONORS WORLD HISTORY A & B

(N, T1)

This course is designed as a survey of world history, from ancient times to the present day, with emphasis on the development of western civilization. Political, social, and economic systems will be analyzed as well as challenges to these systems. Students will be expected to complete extensive reading and work to expand critical thinking and writing abilities while broadening their knowledge base of the subject.

**Grades:** 9; **Prerequisite:** Grade of A/B in 8<sup>th</sup> grade US History and teacher recommendation; **Credit:** 1 per semester

**GEOGRAPHY AND HISTORY OF THE WORLD A & B**

(N)

In this course students use geographical tools, skills, and historical concepts to deepen their understanding of major global themes including the origin and spread of world religions; exploration; conquest and imperialism; urbanization; and innovations and revolutions. Students learn historical geography concepts, including change over time, origin, diffusion, physical systems, cultural landscapes, spatial distribution/patterns and interaction/relationships. Students use knowledge, tools, and skill to analyze major global developments and become perceptive and responsible citizens.

**Grades:** 9; **Prerequisite:** none; **Credit:** 1 per semester

**AP EUROPEAN HISTORY**

(N, T2)

AP European History focuses on developing students' abilities to think conceptually about European history (from approximately 1450 to the present) and to apply historical thinking skills as they learn about the past. AP European History is intended for students who excel in honors English and History classes. Students should be able to read a college level textbook and write grammatically correct, complete sentences. It will be especially valuable for tenth grade students seeking to be successful in future social studies AP classes, since their ninth grade World History class will give them some background for the course content.

**Grades:** 10, 11, 12; **Prerequisite:** Grade of A/B in World History B and teacher recommendation; **Credit:** 1 per semester

**US HISTORY A & B**

(N)

This course builds upon concepts developed in previous studies of American History and emphasizes national development from the late nineteenth century into the twenty-first century. After a review of fundamental themes in the early development of the nation, students study the key events, people, groups and movements in the late nineteenth, twentieth, and early twenty-first centuries, as they relate to life in present-day United States. US History A reviews the fundamental concepts of American History and culminates with a study of the causes and effects of the Great Depression. US History B begins with World War II and culminates with the most recent events of the twenty-first century.

**Grades:** 11; **Prerequisite:** None; **Credit:** 1 per semester

**AP US HISTORY A & B**

(N, T2)

This is a year-long course designed to prepare students for the College Board examination in US History. Students are expected to devote substantial time to outside readings. In addition, students will be required to complete extensive writings that call for interpretation, synthesis, and application of historical concepts. The course will start with the Colonial period and culminate in a study of pertinent twenty-first century events.

**Grades:** 11, 12; **Prerequisite:** Grade of A/B in World History B and teacher recommendation; **Credit:** 1 per semester

**ACP H105 & H106 AMERICAN HISTORY A & B**

(N, DC, T2)

ACP H105 & H106 ask students to critically examine the events of American history. They are dual credit college level courses (one per semester) offered through the Advance College Project at Indiana University, Bloomington. Thematic topics include the evolution of American society: political, economic, social structure; racial and ethnic groups; sex roles; Indian, inter-American, and world diplomacy of the United States; evolution of ideology, war, territorial expansion, industrialization, urbanization, international events and their impact on American history. Individual work ethic, self-motivation, and study skills are extremely important for success in this class.

**Grade Level:** 11, 12; **Prerequisite:** Grade of A/B in previous AP class AND GPA of 2.7 or higher; **Credit:** 1 per semester

**GOVERNMENT**

(N)

This course provides a framework for understanding the purposes, principals, and practices of American government as established by the United States Constitution. Students are expected to understand their rights and responsibilities as citizens and how to exercise these rights and responsibilities in local, state, and national government.

**Grades:** 12; **Prerequisite:** None; **Credit:** 1

**AP GOVERNMENT A & B**

(N, T2)

This course involves the study of general concepts used to interpret American politics. It requires familiarity with the various institutions, groups, beliefs, and ideas that make up the political reality of American governmental systems. The class will require extensive outside reading and writings in order to prepare for the Advanced Placement Examination. AP Government must be taken both semesters to meet the graduation requirement for government class.

**Grades:** 12; **Prerequisite:** None; **Credit:** 1 per semester

**ACP Y103 US GOVERNMENT AND POLITICS**

(N, DC, T2)

This one semester dual credit course explores the political theories and everyday practices involved in the daily operation of our government and creation of our public policies. This Advance College Project course taught through Indiana University, Bloomington, requires heavy amounts of reading and preparation for each class. Learning will go beyond the basic analysis of how our government works to develop a critical understanding of the strengths and weaknesses of the American political system, as well as the rights and responsibilities of citizens. Students will be expected to participate in and lead discussions based on topical articles each week. This course fulfills the government graduation requirement. Individual work ethic, self-motivation, and study skills are extremely important for success in this class.

**Grades:** 12; **Prerequisite:** Grade of A/B in previous AP class AND GPA of 2.7 or higher; **Credit:** 1



**ECONOMICS**

(N)

This course examines the allocation of scarce resources and the economic reasoning used by people as consumers, producers, savers, investors, workers, voters, and as government agencies.

**Grades:** 12; **Prerequisite:** None; **Credit:** 1

**HONORS ECONOMICS**

(N, T1)

This course examines the theory behind economic activity. Key elements include the study of scarcity, supply and demand, market structures, the role of government, national income determination, money and the role of financial institutions, economic stabilization, and trade.

**Grades:** 12; **Prerequisite:** None; **Credit:** 1

**COMPARATIVE RELIGIONS**

(N)

This course provides opportunities to study and appreciate the major religions of the world, including Hinduism, Buddhism, Judaism, Christianity, and Islam. The students will spend time on each religion's history, icons, rites, and ceremonies. Students will be asked to find religion-related current events and to compare/contrast ideas in many different religions.

**Grades:** 10, 11, 12; **Prerequisite:** None; **Credit:** 1

**CRIMINAL JUSTICE**

(N)

This course will examine the basics of the US legal system, focusing on individual rights versus public order; multiculturalism and diversity in America; and the application of Constitutional guarantees. Students will also analyze the American criminal justice system and how it works.

**Grades:** 10, 11, 12; **Prerequisite:** None; **Credit:** 1

**CURRENT ISSUES AND EVENTS**

(N)

Current Issues and Events provides opportunities to apply techniques of investigation and inquiry to the study of significant problems or issues. Students develop competence in: 1) recognizing cause and effect relationships, (2) synthesizing knowledge into useful patterns, (3) stating and testing hypotheses, and (4) generalizing based on evidence. Problems or issues selected should have contemporary historical significance and should be studied from the viewpoint of the social science disciplines. Community service programs, such as internships or other service experiences within community, might be included. Student subscription to a national periodical will be required.

**Grades:** 10, 11, 12; **Prerequisite:** None; **Credit:** 1

**ETHNIC STUDIES**

(N)

Ethnic Studies provides opportunities to broaden students' perspectives concerning lifestyles and cultural patterns of ethnic groups in the United States. This course will either focus on a particular ethnic group or groups, or use a comparative approach to the study of patterns of cultural development, immigration, and assimilation, as well as the contributions of specific ethnic or cultural groups. The course may also include analysis of the political impact of ethnic diversity in the United States.

**Grades:** 10, 11, 12; **Prerequisite:** None; **Credit:** 1

**SOCIOLOGY**

(N)

Sociology is a one semester course and is the science of human social behavior as well as how individuals are socialized by groups of origin and individual's impact on a group. Major areas of emphasis are the family, childhood, adolescent, and adult socialization. Also included is an examination of the social effects of delinquency, crime, marriage, divorce, sex, race, work and education.

**Grades:** 10, 11, 12; **Prerequisite:** None; **Credit:** 1

## SPECIAL EDUCATION

Eligibility for special education is determined by case conference committee based on criteria specified in both federal and state law. Students may receive those services under a variety of options, ranging from full-time general education courses to full-time special educational services. Students are placed in the least restrictive environment required to meet the goals of the student's individual educational program (IEP). Students must meet state requirements for credit, including successful completion of the Graduation Qualifying Exam (GQE) to receive a high school diploma. Students receiving a Certificate of Completion (non-diploma) complete 40 units and/or credits of study and participate in Indiana's alternate assessment.

### APPLIED ADULT ROLES AND RESPONSIBILITIES

This course is designed as an introduction to work for students who need very structured work environments and will most likely require close supervision by a supervisor to complete a job task. This course will prepare students for the field of work by improving the speed and accuracy of various job tasks, i.e. sorting, light assembly, etc. Students will improve their ability to work to completion without prompts and maintain appropriate work place behavior. All work experience will be completed in the school setting.

**Grades:** 9, 10, 11, 12+; **Prerequisite:** IEP; **Unit:** 1 per semester

### APPLIED CAREER EXPLORATION INTERNSHIP

This course is designed to provide for career exploration in a variety of fields. The students will be job shadowing adults at several locations and/or gaining hands on work experience without the pressure of a paid position. When students are able to gain paid employment, a job coach provides supervision and guidance in the paid position, along with help dealing with concerns from students or employers. Some time is spent in the classroom improving skills needed to obtain and retain competitive employment, such as completing applications, resumes, participating in mock interviews, learning about professional dress and appearance, and receiving a basic introduction to a variety of careers. The amount of job coaching or supervision will be determined at a case conference. Work experience could be completed in the community or in the school setting, individually, or working in small groups.

**Grades:** 10, 11, 12+; **Prerequisite:** IEP; **Unit:** flex

### APPLIED HEALTH

This course is designed to introduce students to the basic concepts of health. Topics include nutrition and exercise, hygiene and disease prevention, safety, body systems and reproduction, mental and emotional health, family living, and relationships. It is only offered one semester.

**Grades:** 9, 10, 11, 12+; **Prerequisite:** IEP; **Unit:** 1 per semester

## APPLIED PE

Along with indoor and outdoor physical activity, students learn about important aspects such as teamwork, cooperation, sportsmanship, attitude, and respect. Students are also given the opportunity to explore different interest areas such as music, drawing, arts and crafts, reading, computers and board games.

**Grades:** 9, 10, 11, 12+; **Prerequisite:** IEP; **Unit:** 1 per semester

## APPLIED ENGLISH

This course is designed to develop student literacy. It includes a balance of reading, writing, vocabulary, and speech study. Emphasis will be placed on communication and reading skills needed for work and everyday living

**Grades:** 9, 10, 11, 12+; **Prerequisite:** IEP; **Unit:** 1 per semester

## APPLIED MATH (ALGEBRA & GEOMETRY)

In applied math, students learn number sense, mathematical expressions, computation, data interpretation and statistics, probability, and personal finance. Emphasis will be placed on basic math computation, money, telling time, use of a calendar, measurement, and use of a calculator. Students must take a math or applied math course every year.

**Grades:** 9, 10, 11, 12+; **Prerequisite:** IEP; **Unit:** 1 per semester

## APPLIED BIOLOGY

This course is designed to introduce students to the basic concepts of biology. Topics include; The Plant Kingdom, The Animal Kingdom, The Human Body, and Living Together on Earth.

**Grades:** 9, 10, 11, 12+; **Prerequisite:** IEP; **Unit:** 1 per semester

## APPLIED SOCIAL STUDIES (US HISTORY & GOVERNMENT)

This course is designed for students to gain an understanding of government, economics, and the legal system, as well as US history. The aim of the course is to give an understanding of our country and their responsibilities to contribute as adult citizens. It is only offered one semester.

**Grades:** 9, 10, 11, 12+; **Prerequisite:** IEP; **Unit:** 1 per semester

## APPLIED NUTRITION AND WELLNESS

This course is designed for students that need to increase their independent living skills as stated in their individualized educational plan (IEP). Students will learn how to take care of their own clothing, do simple household repairs, house cleaning and meal preparation. Students will learn about community activities and community resources and how to access them. This course is also designed to help assist the students, so that they will be able to express their needs and desires and respond appropriately to successes and failures.

**Grades:** 9, 10, 11, 12+; **Prerequisite:** IEP; **Unit:** flex

## **APPLIED PERSONAL FINANCIAL RESPONSIBILITY**

The program focuses on activities that teach students the skills they need to live, work, and recreate in the community. They will also increase skills in handling money, learning how to purchase items, and budgeting. Students enrolled in this course will also participate in community training so as to develop independence in the community. A major focus will be on connecting and transitioning with adult service providers that will allow for continued support after high school.

**Grades:** 12+; **Prerequisite:** IEP; **Unit:** flex

## **APPLIED BASIC SKILLS DEVELOPMENT**

This course supports student organization and study skills, reinforces learning in other areas, and provides additional instruction in academic subjects as needed.

**Grades:** 12+; **Prerequisite:** IEP; **Unit:** flex

## **BSD ENGLISH FOUNDATIONS**

In this course, students, who read below grade level, work to increase their literacy. The course is designed around reading exercises, vocabulary exercises, and writing exercises. Reading exercises involve reading selections based on the student's reading level. Vocabulary exercises are utilized to increase the vocabulary pool that the student may draw upon when working on reading and writing assignments. Finally, journaling and short stories are used to allow the student opportunities to practice or demonstrate their ability to compose paragraphs and write with clarity.

**Grades:** 9, 10, 11, 12; **Prerequisite:** Teacher recommendation;  
**Credit:** 1 per semester

## WORLD LANGUAGE

### FRENCH

#### FRENCH 1 A & B

(N)

Upon completion of French 1, students should be able to: ask and answer simple questions, read isolated words and phrases, comprehend brief written directions and information, read short narrative texts on simple topics, and write familiar words and phrases in appropriate contexts. The students are introduced to French life and geography. Short supplementary readings are presented in French 1B.

**Grades:** 9, 10, 11, 12; **Prerequisite:** None/ French 1A; **Credit:** 1 per semester

#### FRENCH 2 A & B

(N)

Upon completion of French 2, students should be able to: participate in conversations on a variety of topics, understand main ideas and facts from simple texts, read aloud with appropriate intonation and pronunciation, write briefly in response to given situations. The reading material in the text and supplementary readings deal with life, customs, and geography of French speaking countries. Vocabulary is rapidly expanded.

**Grades:** 9, 10, 11, 12; **Prerequisite:** French 1B/ French 2A;

**Credit:** 1 per semester

#### FRENCH 3 A & B

(N)

Upon completion of French 3, students should be able to: read for comprehension from a variety of authentic materials, read short literary selections of poetry, plays and short stories, write paraphrases and summaries and describe different aspects of the culture. Students should also be able to respond to factual and interpretive questions and interact in a variety of social situations, such as expressing regrets, condolences, and complaints, and using more than rote memory formula phrases.

**Grades:** 10, 11, 12; **Prerequisite:** French 2B/ French 3A;

**Credit:** 1 per semester

#### FRENCH 4 A & B

(N)

Students taking French 4 will be able to respond to factual and interpretive questions, interact in complex social situations, and express opinions and make judgments; give presentations on cultural topics including: (1) traditions, (2) historical and contemporary events, and (3) major historical and artistic figures. Students will be able to read for comprehension from a variety of longer authentic materials, such as newspapers and magazine articles, novels, and essays, and make judgments about what is read. A student who has completed French 2B may advance to French 4 with teacher approval; however, credit will not be given for French 3.

**Grades:** 11, 12; **Prerequisite:** French 3 B/ French 4 A;

**Credit:** 1 per semester

<b>SPANISH</b>
----------------

**SPANISH 1 A & B**

(N)

Upon completion of Spanish 1, students should be able to ask and answer simple questions, read words and phrases, comprehend brief written directions and information, read short narrative texts on simple topics, and write familiar words and phrases in appropriate contexts. Acquired skills will include: reading, writing listening, and speaking. Additional aspects of Hispanic culture are studied throughout the course. It is strongly recommended that a student has earned a minimum grade of "C" in English. Occasionally a student may advance to Spanish 2A with teacher recommendation. However, credit for Spanish 1 A & B will not be given.

**Grades:** 9, 10, 11, 12; **Prerequisite:** None/ Span 1 A; **Credit:** 1 per semester

**SPANISH 2 A & B**

(N)

Upon completion of Spanish 2, students should be able to: participate in conversations on a variety of topics, understand main ideas and facts from simple texts, read aloud with appropriate intonation and pronunciation, write briefly in response to given situations. New vocabulary, grammar, and verb tenses will be studied. Students will continue to acquire skills in reading, writing, listening, and speaking. Different aspects of Hispanic culture will be studied including geography, lifestyles, and customs.

**Grades:** 9, 10, 11, 12; **Prerequisite:** Span 1 B/ Span 2 A;  
**Credit:** 1 per semester

**SPANISH 3 A & B**

(N)

Upon completion of Spanish 3, students will be ready to face the rigor of AP Spanish and will be able to: Read for comprehension from a variety of authentic materials and respond to factual and interpretive questions. Students will be able to read literary works and write summaries and describe different aspects of Hispanic culture. New vocabulary, grammar and verb tenses will be studied. Students will use more than rote memory formula phrases by the end of the course. A study of Hispanic culture and literary figures of the Hispanic world will be a primary focus during Spanish 3B.

**Grades:** 10, 11, 12; **Prerequisite:** Grade of A/B/C+ in Span 2 *or* teacher recommendation; **Credit:** 1 per semester

**AP SPANISH A & B**

(N, T2)

Students in AP Spanish will be able to initiate and speak about current or past events that are significant in Hispanic cultures; propose solutions to issues and problems to all cultures; write stories and poems, short plays, projects, and skits based on themes, ideas, and perspectives from Hispanic cultures. Students should be able to read various selections from Hispanic literature; listen to current Hispanic music; and learn about history, literature, and past civilizations. They will gain a general knowledge of Hispanic art, artists and the periods in which they painted. Spanish will be spoken exclusively in the class.

**Grades:** 12; **Prerequisite:** Grade of A/B/C in Spanish 3 *or* teacher recommendation; **Credit:** 1 per semester

# APPENDIX

## NCAA GUIDELINES

Any student who plans to participate in Division I or Division II college athletics must tell his/her counselor of those plans so that the counselor can help the student with necessary course selections and assist with registration for the NCAA Clearinghouse. In order to be registered with the NCAA Clearinghouse, the student must complete the registration process found at [www.ncaaclearinghouse.net](http://www.ncaaclearinghouse.net) (also available at [www.eligibilitycenter.org](http://www.eligibilitycenter.org)) Full NCAA eligibility requirements are found at the NCAA Eligibility Center.

### DIVISION I

**For initial full-time collegiate enrollment, sixteen (16) core courses are required for full Division I eligibility (see chart below for subject-area requirements). One RHS credit is ½ NCAA core course.**

- Ten (10) core courses completed before the seventh semester: seven (7) of the 10 must be in English, math or natural /physical science.
- These courses/grades are “locked in” at the start of the seventh semester; seven of these courses must be in English, math, or science.
- Earn a core-course GPA of at least 2.3000.
- Earn a combined SAT or ACT score that matches your core-course GPA on the sliding scale.
- *Students who do not meet core-course progression requirements may still be eligible to receive athletics aid and practice in the initial year of enrollment by meeting academic redshirt requirements.*

### DIVISION II

The minimum GPA is 2.200 and test scores are determined by the Division II sliding scale for GPA and test scores.

**NCAA core-course GPA and Test Score Sliding Scale**

Division I			Division II		
Core GPA	SAT (r & m)	ACT sum	Core GPA	SAT (r & m)	ACT sum
3.550	400	37	3.050	400	37
3.275	510	45	2.800	600	50
3.000	620	52	2.600	680	56
2.750	720	59	2.400	760	62
2.500	820	68	2.300	800	66
2.300	900	75	2.200	840	70

The sliding scale for GPA and test scores has over 60 increments. The list above shows a sample of those increments. NOTE: **The SAT score does not include the writing score.**



# INDEX

- ACADEMIC HONORS DIPLOMA, 13
- ADVANCED PLACEMENT (AP), 9
- ALTERNATIVE EDUCATION, 10
- ASSESSMENTS, 7
- ATHLETIC ELIGIBILITY, 6
- BUSINESS, 16
- CAREER & TECHNICAL (CTE), 22
- CLASS CHANGES DROP/ADD, 4
- CLASS RANK, 6
- CLERICAL, 52
- COLLEGE CREDIT, 8
- COLLEGE FAIR, 11
- CORE 40, 13
- COUNSELING, 11
- CREDIT RECOVERY, 9
- DIPLOMAS, 13
- DUAL CREDIT, *see* COLLEGE CREDIT
- EARLY COLLEGE, 10
- ENGLISH, 31
- FAFSA, 11
- FAMILY & CONSUMER SCIENCES, 36
- FINE ARTS, 39
- FRENCH, 69
- GRADING SCALE, 5
- GRADUATION REQUIREMENTS, 12
- HONORS AND AWARDS, 12
- INDEPENDENT STUDY, 10
- MATHEMATICS, 46
- MULTIDISCIPLINARY COURSES, 51
- NCAA, 71
- ONLINE SCHOOL, *see* RICHMOND GRADUATION ACADEMY, 11
- PHYSICAL EDUCATION, 54
- PROJECT LEAD THE WAY, 23 & 24
- QUANTITATIVE REASONING, 15
- RESPONSE TO INTERVENTION (RTI), 10
- RETAKE A COURSE, 6
- RICHMOND GRADUATION ACADEMY (RGA), 11
- SCHEDULING PROCEDURE, 4
- SCIENCE, 56
- SOCIAL STUDIES, 61
- SPANISH, 70
- SPECIAL EDUCATION, 66
- SUMMER SCHOOL, 11
- TECHNICAL HONORS DIPLOMA, 13
- VALEDICTORIAN, 6
- WEIGHTED GRADES, 5
- WORK PERMIT, 6
- WORLD LANGUAGE, 69

## ABBREVIATIONS USED IN COURSE DESCRIPTIONS:

- DC** Dual credit may be available (check with counselor)
- T1** Tier 1 weighted course (see p. 5)
- T2** Tier 2 weighted course (see p. 6)
- N** NCAA Eligible core course (see Appendix p. 71)

**WE**  
**R**  
**RICHMOND**

Richmond Community Schools  
weRichmond.com 765.973.3300

