

The following standards have been established for RHS Students:

- 95% of all students will have a 95% or higher attendance rate.
- 95% of all students will earn a GPA of 2.0 or higher.

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

GENERAL INFORMATION

GRADING FORMULA (GPA)

A 4-point grading scale is utilized. The scale 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 |

To calculate the GPA, add the total value of all end-of-trimester grades and divide by the number of classes taken. Service Learning is the only half credit class; its grade earns half the point value and it counts as half a class.

WEIGHTED GRADES

Beginning with the class of 2017, Honors and AP classes will have weighted grades. The only exceptions will be Keystone Honors and Algebra Enrichment Honors, those classes will not have weighted grades. Any classes with weighted grades **must** be taken at Richmond High School. The weighted grade scale will be as follows:

HONORS CLASSES

| | | | |
|----------|----------|----------|----------|
| 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 |

AP CLASSES

| | | | |
|----------|----------|----------|----------|
| 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 |

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.

9th GRADE ACADEMY

The 9th Grade Academy is a concept and a structure in which teachers work collaboratively to accomplish several objectives:

- to help students make a smooth transition to high school
- to help students achieve personal and academic success in the 9th grade
- to help students plan for their future education

The Keystone class is a key component of the Academy. Students will prepare for their high school experience by studying learning styles, building community, and creating foundation for the next four years.

STUDENT LIFE ELIGIBILITY

Students participating in Student Life (athletics, co-curricular, and extra-curricular) activities are expected to follow proper behavior as spelled out in the *Uniformed Code of Student Conduct*. Failure to follow these prescribed policies will result in procedures that will assist the student in meeting the expected standards.

At the end of each grading period, a student must be passing four (4) classes to meet IHSA standards to participate in a sport.

END-OF-COURSE ASSESSMENTS

Students must meet the standards tested in the End-of-Course Assessments (ECAs) in Algebra 1 and English 10 to satisfy the graduation test requirement. Students will take the corresponding ECA when they complete the course.

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):

Dual Credit Options:

- Earlham College – Earlham Campus (cost responsibility of student)
- Indiana University East – IU East Campus (cost responsibility of student)
- Indiana University – taught at RHS (reduced cost) Free of charge if student is on free or reduced lunches.
 - Speech
 - Advanced Composition
- 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)
 - Pre Calculus 1B
 - Business / Project Lead the Way / Radio – TV / Auto / All Vocational Programs

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 located in Indiana 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.

PRELIMINARY SCHOLASTIC APTITUDE TEST (PSAT/NMSQT)

The PSAT is taken by sophomores and juniors considering college and is given during October at Richmond High School. 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.

SCHOLASTIC APTITUDE TEST (SAT)

The SAT test is taken by those planning to attend a four-year college and is usually required for admission. We encourage our students to take this exam at the end of their junior year and/or the fall of their senior year. It is given at various times throughout the year at Earlham College.

SAT TEST DATES:

October 3, 2015
 November 7, 2015
 December 5, 2015
 January 23, 2016
 March 5, 2016
 May 7, 2016
 June 4, 2016

AMERICAN COLLEGE TEST (ACT)

The ACT test is used for college admission purposes and should be taken at the end of the junior year and/or in the fall of the senior year. Most colleges will accept either SAT or ACT results. Students should check with the college they are considering and take the test the college recommends. It is given at various times of the year at Indiana University East.

ACT TEST DATES:

September 12, 2015
 October 24, 2015
 December 12, 2015
 February 6, 2016
 April 9, 2016
 June 11, 2016

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. There are many benefits for students who participate in AP – studying interesting and challenging topics, discovering new interests, and getting a head start on their future.

Why is AP so valuable?

Students risk nothing by taking the AP Exam. Students determine which colleges, if any, will receive the grade. More importantly, there are many advantages to getting involved with AP.

Find out what you can really do...

AP classes challenge the students and help them determine their capability. AP classes help prove that a student can master college-level material, and discover the satisfaction of reaching goals and knowing they have been successful.

Prepare for college work...

AP courses and exams represent the beginning of the journey through college-level academic challenges. Once a student is used to being challenged, the more likely he/she is to continue with advanced studies. AP is not just a test; it's an experience. AP courses motivate one to work hard, and improve the quality of all courses based on the skills gained in one AP Course. The work you do in an AP course will help to develop skills and study habits that will be vital in college. Students will learn how to analyze problems effectively, improve their writing skills and prepare for exams. Students who take AP courses and exams are more knowledgeable about the demands of college work and they understand what is needed to succeed at the college level.

Improve your chances of getting into a competitive college...

Colleges and universities recognize that applicants with AP experience are much better prepared for the demands of college courses. Admissions officers are well aware of the difficulty of AP courses and exams, and sending them AP Exam Grades can only be a positive step toward potential admission into competitive colleges.

Get a head start...

Every year, hundreds of students achieve sophomore standing by earning qualifying AP grades. More than 1,400 institutions in the United States alone grant a full year's credit to students who present satisfactory grades on enough AP exams. Students should contact the colleges they are interested in attending to get the most up-to-date information about their AP policies.

EDUCATIONAL AND CAREER 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 to locate the information, provide 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 – Late February / Early March a "FAFSA DAY" will be made available for students and parents for assistance in completing the FAFSA.

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 alternatives that are available in order to deal with the problem.

SERVICE LEARNING – Service Learning is a method by which schools 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.

PEER HELPERS – The Peer Information Center for Teens, Inc. one trimester training course certifies sophomores and juniors, selected from applications, in communication, decision-making and referral skills, and conflict management techniques. Peer Helpers meet once weekly in support groups during lunch to share ideas and help each other. They welcome new students and orient them to the high school. They provide over 500 prevention education workshops per year for younger peers and give many volunteer hours to school and community organizations. The Peer Helper training course receives a full elective credit. It does not count toward a major or minor in any department and is only offered in the spring. Peer Helpers can receive up to two Service Learning credits for their service.

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 (also available at www.eligibilitycenter.org)

Initial full-time collegiate enrollment on or after August 1, 2016:

Sixteen (16) core courses are required (see chart below for subject-area requirements).

*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 (cannot be repeated for grade-point
[GPA] Improvement to meet initial-eligibility requirements for competition)

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.

All student athletes must complete 16 core courses to be eligible to participate in Division I college sports.

All student athletes must complete 16 core courses to be eligible to participate in Division II college sports.

All prospective student athletes must have at least the following as part of their 16 core courses:

- 4 years of English
- 3 years of Math (Algebra I or higher)
- 2 years of Natural/Physical Science (1 year of lab if offered by the high school)
- 1 year of additional English, Math or Natural/Physical Science

- 2 years of Social Science
- 4 years of additional courses from any area above or foreign language

In Division I, student athletes must also meet a GPA/Test Score standard. The new index has over 60 increments. The list below shows a sample of those increments. NOTE: **The SAT score does not include the writing score.**

**DIVISION I
CORE GRADE-POINT AVERAGE/
TEXT-SCORE SLIDING SCALE
NEW CORE GPA/Test Score Index Beginning August 1, 2016**

| Core GPA | SAT | ACT |
|---------------|-----|-----|
| 3.550 & above | 400 | 37 |
| 3.525 | 410 | 38 |
| 3.500 | 420 | 39 |
| 3.475 | 430 | 40 |
| 3.450 | 440 | 41 |
| 3.425 | 450 | 41 |
| 3.400 | 460 | 42 |

In Division II, there is no sliding scale. The minimum GPA is 2.0; the minimum SAT is 820.

NCAA GUIDELINE CHANGES FOR THE CLASS OF 2016 & BEYOND

Core Courses

- NCAA Divisions I and II require 16 core courses.
- Beginning August 1, 2016, NCAA Division I will require 10 core courses to be completed prior to the seventh semester (7 of the 10 must be a combination of English, math or natural or physical science that meet the distribution requirement below.) **These 10 courses become “locked in” at the start of the seventh semester and cannot be retaken for grade improvement.**
- *Beginning August 1, 2015, it will be possible for a Division I college-bound student-athlete to still receive athletics aid and the ability to practice with the team if he or she fails to meet the 10 course requirement, but would not be able to compete.*

Test Scores

- Division I uses a sliding scale to match test scores and core grade-point averages (GPA)
- Division II requires a minimum SAT score of 820 or an ACT sum score of 68.
- The SAT score used for NCAA purposes includes only the critical reading and math sections. The writing section of the SAT is not used.
- The ACT used for NCAA purposes is a sum of the following four sections: English, mathematics, reading and science.

Minimum Core-Course GPA of 2.300

Graduate from high school

| Division I | Division II |
|--|--|
| 16 Core Courses | 16 Core Courses |
| 4 years of English | 3 years of English |
| 3 years of Mathematics (Algebra 1 or higher) | 2 years of Mathematics (Algebra 1 or higher) |
| 2 years of natural/physical Science (1 year of lab if offered by the high school) | 2 years of natural/physical Science (1 year of lab if offered by the high school) |
| 1 additional year of English, Mathematics, or natural/ physical Science | 3 years of additional English, Mathematics, or natural/ physical Science |
| 2 years of Social Science | 2 years of Social Science |
| 4 years of additional courses (from any area above, foreign language, or comparative religion/philosophy) | 4 years of additional courses (from any area above, foreign language, or comparative religion/philosophy) |

CLASS OF 2016 GRADUATION REQUIREMENTS

| Core 40 Diploma | Core 40 with Technical Honors | Core 40 with Academic Honors |
|---|--|---|
| English: 8 Credits Credits in literature, composition and speech | English: 8 Credits Credits in literature, composition and speech | English: 8 Credits Credits in literature, composition and speech |
| Math: 6 Credits <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> | Math: 6 Credits 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> | Math: 8 Credits <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> |
| Science: 6 Credits 2 credits: Biology I 2 credits: Chemistry I; Physics I; or Integrated Chemistry/Physics 2 credits any Core 40 science course | Science: 6 Credits 2 credits: Biology I 2 credits: Chemistry I; Physics I; or Integrated Chemistry/Physics 2 credits any Core 40 science course | Science: 6 Credits 2 credits: Biology I 2 credits: Chemistry I; Physics I; or Integrated Chemistry/Physics 2 credits any Core 40 science course |
| Social Studies: 6 Credits 2 credits: US History 1 credit: US Government 1 credit: Economics 2 credits: World History | Social Studies: 6 Credits 2 credits: US History 1 credit: US Government 1 credit: Economics 2 credits: World History | Social Studies: 6 Credits 2 credits: US History 1 credit: US Government 1 credit: Comparative Economics 2 credits: World History |
| Physical Education: 2 Credits | Physical Education: 2 Credits | Physical Education: 2 Credits |
| Health: 1 Credit | Health: 1 Credit | Health: 1 Credit |
| Technology: 1 Credit | Technology: 1 Credit | Technology: 1 Credit |
| Directed Electives – 5 Credits of: World Languages Fine Arts Career/Technical | Career/Technical: 6 Credits State approved College and Career Pathway | World Language: 6-8 Credits |
| | | Fine Arts: 2 Credits |
| Electives: 7 Credits | Electives: 11 Credits | Electives: 5-7 Credits |
| TOTAL: 42 CREDITS | TOTAL: 47 CREDITS | TOTAL: 47 CREDITS |

*For all diplomas students must Pass the English and Algebra ECA or successfully complete the waiver process

For the Core 40 with Academic Honors diploma:

- 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 1750 or higher on the SAT critical reading, mathematics and writing sections and a minimum score of 530 on each
 - E. Earn an ACT composite score of 26 or higher and complete written section
- Earn 4 credits in IB courses and take corresponding IB exams.

For the Core 40 with Technical Honors diploma:

- 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:
 1. Pathway designated industry-based certification or credential, or
 2. 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 - F) of the Core 40 with Academic Honors
 - B. Earn the following scores or higher on WorkKeys; Reading for Information – Level 6, Applied Mathematics – Level 6, and Locating Information-Level 5.
 - C. Earn the following minimum score(s) on Accuplacer: Writing 80, Reading 90, Math 75.
 - D. Earn the following minimum score(s) on Compass; Algebra 66, Writing 70, Reading 80.

To graduate with less than Core 40, 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 Diploma:

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

| |
|--|
| General High School Diploma |
| English: 8 Credits Credits in literature, Composition and speech |
| Math: 4 Credits Must include 2 credits in Algebra I |
| Science: 4 Credits Must include 2 credits in Biology |
| Social Studies: 6 Credits 2 credits: US History 1 credit: US Government 3 credits: In another Social Studies course |
| Physical Education: 2 Credits |
| Health: 1 Credit |
| Technology: 1 Credit |
| Career Academic Sequence: 6 Credits |
| Flex: 5 Credits* |
| Electives: 5 Credits |
| TOTAL: 42 CREDITS |

*2016 and beyond must earn 1 credit in math or quantitative reasoning during junior or senior year

BUSINESS EDUCATION DEPARTMENT
Denise Selm, Chairperson

Preface: 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.

We pride ourselves on offering practical classes. Students wishing to major in Business at college level can experience a variety of class offerings in areas such as accounting, business technology and marketing. There are a variety of dual credit opportunities available through Ivy Tech Community College.

| Courses | Grade | Credit | Prerequisite |
|----------------------|---------------|---------------|---------------------|
| ACCOUNTING IA | 9, 10, 11, 12 | 1 | None |

Accounting IA is a business course that introduces the language of business using GAAP (Generally Accepted Accounting Practices). The first trimester 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. Account provides an excellent foundation for any future business endeavor in education or the work place. 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.

| | | | |
|----------------------|------------|---|---------------|
| ACCOUNTING IB | 10, 11, 12 | 1 | Accounting IA |
|----------------------|------------|---|---------------|

Accounting IB continues general journal recording practices while introducing the remaining steps of the accounting cycle for a sole proprietorship, including the production of relevant financial statements. 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. BPA is once again available as a means to employ your accounting skills competitively.

| | | | |
|------------------------------|------------|---|----------------------|
| FINANCIAL SERVICES IA | 10, 11, 12 | 1 | Accounting IA and IB |
|------------------------------|------------|---|----------------------|

Financial Services IA 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.

| | | | |
|------------------------------|--------|---|-----------------------|
| FINANCIAL SERVICES IB | 11, 12 | 1 | Financial Services 1A |
|------------------------------|--------|---|-----------------------|

Financial Services IB continues to provide instruction in advanced concepts related to finance and business fundamentals as they relate to 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 means to employ your accounting skills competitively.

| | | | |
|---|---------------|---|------|
| INTRO TO PRINCIPLES OF BUSINESS MANAGEMENT | 9, 10, 11, 12 | 1 | None |
|---|---------------|---|------|

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 process that contribute to the achievement of organizational goals. The management of human and financial resources is emphasized.

| | | | |
|---|------------|---|------|
| BUSINESS MATH/ PERSONAL FINANCE IA | 10, 11, 12 | 1 | None |
|---|------------|---|------|

Students will gain competence in mathematical skills including percentages, fractions, and decimals while applying them to common business and personal finance situations. The IA course 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. Students may receive either a business education credit or a math credit (general diploma) upon completion of this class. (One Trimester)

| Courses | Grade | Credit | Prerequisite |
|---|---------------|--|--|
| BUSINESS MATH/ PERSONAL FINANCE IB | 10, 11, 12 | 1 | None |
| <p>Students will gain competence in mathematical skills including percentages, fractions, and decimals while applying them to common business and personal finance situations. The IB 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. (One Trimester)</p> | | | |
| BUSINESS COOPERATIVE EXPERIENCE (RELATED INSTRUCTION/ON-THE-JOB TRAINING) | 12 | Flex | Information Communications and Technology IA |
| <p>Business Cooperative Experience is a career and technical education vocational business course that provides opportunities for students to gain skills and knowledge through on-the-job training and related classroom instruction. The classroom instruction may be a blend of both group and individual instruction planned and organized with activities focused on career objectives and on-the-job training. Instructional strategies should include in-baskets, minibaskets, LAPS, and workflow simulations. Students participating in these structured experiences will follow class, school, State and Federal guidelines. Students will be paid in accordance with all State and Federal laws pertaining to employment. Credit will be granted for both the related instruction and on-the-job training. Business Professionals of America (BPA) is the co-curricular organization associated with this course, which provides students with the opportunity to participate/compete in business related activities.</p> | | | |
| PROFESSIONAL CAREERS INTERNSHIP | 12 | Flex | Application into the program is required. |
| <p>Career Planning 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 and allow students to explore careers 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 into the program is required. If you are interested in being part of the Internship program, contact the business department.</p> | | | |
| BUSINESS LAW AND ETHICS | 11, 12 | 1 | Intro to Principles of Business Management |
| <p>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.</p> | | | |
| INFORMATION COMMUNICATION AND TECHNOLOGY IA | 9, 10, 11, 12 | 1 | None |
| <p>Information Communications and Technology IA 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.</p> | | | |
| INFORMATION COMMUNICATION AND TECHNOLOGY IB | 9,10,11,12 | 1 | Information Communication and Technology IA |
| <p>Information Communications and Technology IB 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, minibaskets, and LAPs. Industry-recognized digital literacy certification is available.</p> | | | |
| COMPUTER ILLUSTRATION AND GRAPHICS | 10, 11, 12 | Information Communication and Technology IA & IB (or department approval) | |

Computer Illustration and Graphics introduces students to the computers use in visual communication. The focus of the course is on basic computer terminology and use, mastering fundamental skills, and developing efficient working styles. These skills are then developed by creating work with imaging, drawing, interactive, and page layout software. The course includes organized learning experiences that incorporate of variety of visual art techniques as they relate to the design and execution of

| Courses | Grade | Credit | Prerequisite |
|--|---------------|---------------|--|
| layouts and illustrations for advertising, displays, promotional materials, and instructional manuals. Instruction also covers advertising theory and preparation of copying, lettering, posters, produce vector illustrations, graphics and logos, and artwork in addition to incorporation of photographic images. Communication skills will be emphasized through the study of effective methods used to design products that impart information and ideas. Instructional strategies may include/technology applications, teacher demonstrations, collaborative instruction, interdisciplinary and or culminating projects, problem-solving and critical thinking activities, simulations and project based learning activities. | | | |
| INTERACTIVE MEDIA – WEB DESIGN | 10, 11, 12 | 1 | Information Communication and Technology IA |
| 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. | | | |
| INTERACTIVE MEDIA – ADVANCED WEB DESIGN | 10, 11, 12 | 1 | Interactive Media-Web Design |
| Advanced Web Design will build on the concepts covered in Interactive Media – Web Design. Areas of instruction include the advanced integration of web design software, graphics software, and computer animation software. Additional components of instruction will include: digital audio, digital video and digital content. Students will create, publish, and maintain web sites. | | | |
| COMPUTER PROGRAMMING | 10, 11, 12 | 1 | Information Communications Technology 1A or department approval |
| Computer Programming 1 covers fundamental concepts of computer programming. The course introduces the structured techniques necessary for efficient solution of business related computer programming logic problems and coding solutions. The course includes program flowcharting, pseudo coding, and hierarchy charts as a means of solving these problems. The course offers the students the opportunity to apply skills in a lab environment. Dual credit and industry recognized digital literacy certification is available. | | | |
| AP COMPUTER SCIENCE A AP COMPUTER SCIENCE B | 11, 12 | 1 | Completed Algebra 2B and Information Communication Technology A or B |
| AP Computer Science A is a business mathematics course that provides students with the content established by the College Board. The course emphasizes object-oriented programming methodology with concentration on problem solving and algorithm development, and it also includes the study of data structures, design, and abstraction. The course provides students an alternative to taking pre-calculus or calculus to fulfill the four-year math requirement for graduation. | | | |
| PERSONAL FINANCIAL RESPONSIBILITY | 9, 10, 11, 12 | 1 | None |
| Personal Financial Responsibility addresses the identification and management of personal financial resources to meet the financial needs and wants of individuals and families, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors. This course helps students build skills in financial responsibility and decision making; analyze personal standards, needs, wants, and goals; identify sources of income, saving and investing; understand banking, budgeting, record-keeping and managing risk, insurance and credit card debt. A project based approach and applications through authentic settings such as word based observations and service learning experiences are available. | | | |
| TECHNICAL BUSINESS COMMUNICATIONS | 11, 12 | 1 | None |
| Technical Business Communication is a business course that provides students with job related communication and problem-solving skills. Students will begin by learning job search and interview skills, creating a resume, and what employers expect. All forms of communication used in employment are emphasized written, oral, and visual. Students produce documents related to employment using word processing, presentation, and desktop publishing software. Instructional strategies include team projects, class or small group discussion, case studies, scenarios, and technology. | | | |

SPORTS AND ENTERTAINMENT MARKETING

11, 12 1

Information Communication and Technology IA

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 computer/technology applications, event planning, real and/or simulated occupational experiences and projects in the marketing functions such as those available through BPA.

CAREER & TECHNICAL EDUCATION

Rusty Hensley, Director

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

| Courses | Grade | Credit | Prerequisite |
|--|---------------|--------|--------------------------------|
| PROJECT LEAD THE WAY - ENGINEERING | | | |
| INTRODUCTION TO ENGINEERING DESIGN 1A | 9, 10, 11, 12 | 1 | Enrolled or Passed Algebra I |
| INTRODUCTION TO ENGINEERING DESIGN 1B | 9, 10, 11, 12 | 1 | Intro to Engineering Design 1A |

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.

| | | | |
|-------------------------------------|------------|---|--------------------------------|
| PRINCIPLES OF ENGINEERING 1A | 10, 11, 12 | 1 | Intro to Engineering Design 1B |
| PRINCIPLES OF ENGINEERING 1B | 10, 11, 12 | 1 | Principles of Engineering 1A |

This course helps students understand the field of engineering/engineering technology. Exploring various technology systems and manufacturing processes help 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.

| | | | |
|---|--------|---|------------------------------------|
| CIVIL-ARCHITECTURAL ENGINEERING 1A | 11, 12 | 1 | Successful completion of POE |
| CIVIL-ARCHITECTURAL ENGINEERING 1B | 11, 12 | 1 | Civil-Architectural Engineering 1A |

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.

| | | | |
|------------------------------------|--------|---|--|
| BIOTECHNICAL ENGINEERING 1A | 11, 12 | 1 | Successful completion of POE And IED (or) Successful Completion of Biology and Chemistry (NOT ICP) |
| BIOTECHNICAL ENGINEERING 1B | 11, 12 | 1 | Biotechnical 1A |

This course introduces students to the fundamental aspects of biotechnology and the engineering technologies related to this emerging field. Instruction will emphasize the fusing of engineering and technology with life sciences to create new products. Application and design principles will be used in conjunction with scientific knowledge to explore and investigate such areas as development of biomedical devices, pharmaceutical and medical therapies, and agricultural research and development. Ethical, social and regulatory issues of biotechnology applications will be addressed throughout the course.

| | | | | |
|---|----|----|---|--|
| ENGINEERING DESIGN AND DEVELOPMENT (EDD) | 12 | IA | 1 | Successful completion of 6 Project Lead the Way Engineering Credits. |
| | 12 | IB | 1 | |

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 to 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.

| Courses | Grade | Credit | Prerequisite |
|---------|-------|--------|--------------|
|---------|-------|--------|--------------|

PROJECT LEAD THE WAY – BIOSCIENCE

| | | | | |
|--|------------|----|---|---|
| PRINCIPLES OF THE BIOMEDICAL SCIENCES (PBS) | 9,10,11,12 | IA | 1 | Biology or currently enrolled in Honors Biology |
| | | IB | 1 | |

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.

| | | | | |
|---------------------------|------------|----|---|---|
| HUMAN BODY SYSTEMS | 10, 11, 12 | IA | 1 | Principles of Biomedical Science Human Body Systems 1A |
| | | IB | 1 | |

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.

| | | | | |
|------------------------------|--------|----|---|--|
| MEDICAL INTERVENTIONS | 11, 12 | IA | 1 | Human Body Systems Medical Interventions 1A |
| | | IB | 1 | |

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.

| | | | | |
|----------------------------------|----|--|---|---------------------------|
| BIOMEDICAL INNOVATIONS 1A | 12 | | 1 | Medical Interventions |
| BOIMEDICAL INNOVATIONS 1B | 12 | | 1 | Biomedical Innovations 1A |

Students design innovative solutions for the health challenges of the 21st 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.

AGRICULTURE SCIENCE AND BUSINESS

| | | | | |
|----------------------|--------|--|------|---------------------|
| AGRI/BUSINESS | 11, 12 | | Flex | Department Approval |
|----------------------|--------|--|------|---------------------|

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.

CADET TEACHING

| | | | | |
|--------------------------|----|--|---|---------------------|
| CADET TEACHING IA | 12 | | 2 | Department Approval |
| CADET TEACHING IB | 12 | | 2 | |
| CADET TEACHING IC | 12 | | 2 | |

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 2 period block that will be held at one of the RCS elementary schools. Grades and attendance must meet school standards. Students must provide their own transportation.

| Courses | Grade | Credit | Prerequisite |
|------------------------|-------|--------|---------------------|
| COSMETOLOGY | | | |
| COSMETOLOGY IA | 11 | 2 | Department Approval |
| COSMETOLOGY IB | 11 | 2 | |
| COSMETOLOGY IC | 11 | 2 | |
| COSMETOLOGY IIA | 12 | 2 | Cosmetology IA |
| COSMETOLOGY IIB | 12 | 2 | IB |
| COSMETOLOGY IIC | 12 | 2 | IC |

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 who do not pass the test are given 100 to 300 additional instruction hours free. 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.

AUTOMOTIVE TECHNOLOGY

| | | | |
|--|---|---|------|
| AUTOMOTIVE TECHNOLOGY FOUNDATIONS | 9 | 1 | None |
|--|---|---|------|

Students focus on career skills in the subject area as well as their interests for other careers. This class has a project based approach. Topics to be addressed include twenty-first century skills, higher order of thinking, exploration of personal aptitudes, interest, values and goals. Students will review the 16 career clusters and the Indiana's college and career pathways.

| | | | |
|--|----|---|---------------|
| INTRO AUTOMOTIVE SERVICES TECHNOLOGY IA | 10 | 1 | None |
| INTRO AUTOMOTIVE SERVICES TECHNOLOGY IB | 10 | 1 | Intro Auto 1A |

This course is run on a two semester schedule. You will receive 2 credits for this year long course.

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

Automotive Services Technology I 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.

| | | | |
|---|----|---|---------------|
| AUTOMOTIVE SERVICES TECHNOLOGY IIA | 11 | 2 | Intro Auto 1B |
| AUTOMOTIVE SERVICES TECHNOLOGY IIB | 11 | 2 | Auto Tech IIA |
| AUTOMOTIVE SERVICES TECHNOLOGY IIC | 11 | 2 | Auto Tech IIB |

Automotive Services Technology II 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.

| | | | |
|--|----|---|----------------|
| AUTOMOTIVE SERVICES TECHNOLOGY IIIA | 12 | 2 | Auto Tech IIC |
| AUTOMOTIVE SERVICES TECHNOLOGY IIIB | 12 | 2 | Auto Tech IIIA |
| AUTOMOTIVE SERVICES TECHNOLOGY IIIC | 12 | 2 | Auto Tech IIIB |

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.

| Courses | Grade | Credit | Prerequisite |
|---------|-------|--------|--------------|
|---------|-------|--------|--------------|

CONSTRUCTION TECHNOLOGY

| | | | |
|---------------------------------|---|---|------|
| CONSTRUCTION FOUNDATIONS | 9 | 1 | None |
|---------------------------------|---|---|------|

Students focus on career skills in the subject area as well as their interests for other careers. This class has a project based approach. Topic to be addressed include twenty-first century skills, higher order of thinking, exploration of personal aptitudes, interest , values and goals. Students will review the 16 career clusters and the Indiana's college and career pathways.

| | | | |
|---|----|---|-----------------------|
| INTRO CONSTRUCTION TECHNOLOGY 1A | 10 | 1 | None |
| INTRO CONSTRUCTION TECHNOLOGY 1B | 10 | 1 | Intro Construction 1A |

This course is run on a two semester schedule. You will receive 2 credits for this year long course. 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 on into Construction Technology program their junior and senior year.

| | | | |
|------------------------------------|----|---|-----------------------|
| CONSTRUCTION TECHNOLOGY IIA | 11 | 2 | Intro Construction 1B |
|------------------------------------|----|---|-----------------------|

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.

| | | | |
|------------------------------------|----|---|-----------------------|
| CONSTRUCTION TECHNOLOGY IIB | 11 | 2 | Construction Tech IIA |
| CONSTRUCTION TECHNOLOGY IIC | 11 | 2 | Construction Tech IIB |

The student will become more specialized in his/her area of interest. Basic skills will be development for incorporation into basic operating fundamental to a craft.

| | | | |
|-------------------------------------|----|---|------------------------|
| CONSTRUCTION TECHNOLOGY IIIA | 12 | 2 | Construction Tech IIB |
| CONSTRUCTION TECHNOLOGY IIIB | 12 | 2 | Construction Tech IIIA |
| CONSTRUCTION TECHNOLOGY IIIC | 12 | 2 | Construction Tech IIIB |

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

DRAFTING

| | | | |
|-----------------------------|---|---|------|
| DRAFTING FOUNDATIONS | 9 | 1 | None |
|-----------------------------|---|---|------|

Students focus on career skills in the subject area as well as their interests for other careers. This class has a project based approach. Topic to be addressed include twenty-first century skills, higher order of thinking, exploration of personal aptitudes, interest , values and goals. Students will review the 16 career clusters and the Indiana's college and career pathways, with a focus on drafting and engineering.

| | | | |
|--------------------------|----|---|-------------------|
| INTRO DRAFTING 1A | 10 | 1 | None |
| INTRO DRAFTING 1B | 10 | 1 | Intro Drafting 1A |

This course is run on a two semester schedule. You will receive 2 credits for this year long course. 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.

| | | | |
|---------------------|----|---|-------------------|
| DRAFTING IIA | 11 | 2 | Intro Drafting 1B |
|---------------------|----|---|-------------------|

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.

| Course | Grade | Credit | Prerequisite |
|---------------------|-------|--------|--------------|
| DRAFTING IIB | 11 | 2 | Drafting IIA |
| DRAFTING IIC | 11 | 2 | Drafting IIB |

This class will spend more time in the lab developing the basic skills from Drafting IA, as well as developing intermediate math skills. These classes will involve more computer lab time and project based assignments.

| | | | |
|----------------------|----|---|---------------|
| DRAFTING IIIA | 12 | 2 | Drafting IIC |
| DRAFTING IIIB | 12 | 2 | Drafting IIIA |
| DRAFTING IIIC | 12 | 2 | Drafting IIIB |

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 Co-op or internship experience at a local business.

MACHINE TOOL TECHNOLOGY

| | | | |
|---------------------------------|---|---|------|
| MACHINE TOOL FOUNDATIONS | 9 | 1 | None |
|---------------------------------|---|---|------|

Students focus on career skills in the subject area as well as their interests for other careers. This class has a project based approach. Topics to be addressed include twenty-first century skills, higher order of thinking, exploration of personal aptitudes, interest, values and goals. Students will review the 16 career clusters and the Indiana's college and career pathways.

| | | | |
|------------------------------|----|---|------------------|
| INTRO MACHINE TOOL 1A | 10 | 1 | None |
| INTRO MACHINE TOOL 1B | 10 | 1 | Intro Machine 1A |

This course is run on a two semester schedule. You will receive 2 credits for this year long course.

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.

| | | | |
|------------------------------------|----|---|------------------|
| MACHINE TOOL TECHNOLOGY IIA | 11 | 2 | Intro Machine 1B |
|------------------------------------|----|---|------------------|

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.

| | | | |
|------------------------------------|----|---|------------------|
| MACHINE TOOL TECHNOLOGY IIB | 11 | 2 | Machine Tool IIA |
| MACHINE TOOL TECHNOLOGY IIC | 11 | 2 | Machine Tool IIB |

This class will spend more time in the lab developing the basic skills from Machine Tool Technology IIA, as well as developing intermediate math skills. Projects for this class will require detailed planning and set up.

| | | | |
|-------------------------------------|----|---|-------------------|
| MACHINE TOOL TECHNOLOGY IIIA | 12 | 2 | Machine Tool IIB |
| MACHINE TOOL TECHNOLOGY IIIB | 12 | 2 | Machine Tool IIIA |
| MACHINE TOOL TECHNOLOGY IIIC | 12 | 2 | Machine Tool IIIB |

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.

| Courses | Grade | Credit | Prerequisite |
|---------|-------|--------|--------------|
|---------|-------|--------|--------------|

RADIO and TV

| | | | |
|--------------------------|--------|---|------|
| INTRO RADIO/TV IA | 10, 11 | 1 | None |
|--------------------------|--------|---|------|

This course will introduce the student to the history media and communications, as well as other digital media delivery methods. They will study vocabulary used in the industry, 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.

| | | | |
|--------------------------|--------|---|----------|
| INTRO RADIO/TV IB | 10, 11 | 1 | Radio 1A |
|--------------------------|--------|---|----------|

Students will learn script writing for television, camera skills, computer video editing, graphics production for both print and electronic media, and how to 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 iDVD to produce music videos, public service announcements and DVDs. They will also learn the basics of studio television production.

| | | | |
|---------------------|--------|---|---------------------|
| RADIO/TV IIA | 11, 12 | 2 | Instructor Approval |
| RADIO/TV IIB | 11, 12 | 2 | Radio/TV IIA |
| RADIO/TV IIC | 11, 12 | 2 | Radio/TV IIB |

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

| | | | |
|----------------------|----|---|---|
| RADIO/TV IIIA | 12 | 2 | Instructor Approval and Successful Completion of Radio/TV IIC |
| RADIO/TV IIIB | 12 | 2 | Radio/TV IIIA |
| RADIO/TV IIIC | 12 | 2 | Radio/TV IIIB |

The second year of the vocational 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.

RHS & IVY TECH

Richmond High School will work cooperatively with IVY Tech to accommodate students who will be taking classes at RHS in trimester and IVY Tech on semesters. This will allow for flexible scheduling for students.

| | | | |
|--|--------|---|---------------------------------|
| INTRODUCTION TO EARLY CHILDHOOD EDUCATION | 11, 12 | 1 | Child Development and Parenting |
|--|--------|---|---------------------------------|

This course is a dual credit class with Ivy Tech and is for students who want to take the RHS and IVTC Early Childhood Education Program. The class is designed to provide an overview of the history, theory, and foundations of early childhood education as well as exposure to types of programs, curricula and services available to young children and their families. The class will also give opportunities to explore a variety of prospective avenues of employment in the field through lecture, activities, and classroom observations. This class combined with the RHS and IVTC Early Childhood Education Program will help students get ready for the CDA process which is a course designed to help students through the process of obtaining their CDA (Child Development Associate Credential). Students do not have to be in the Early Childhood Education Program to take this class.

| Courses | Grade | Credit | Prerequisite |
|--------------------------------------|--------|--------|---------------------|
| RHS and ITCC | | | |
| EARLY CHILDHOOD EDUCATION IIA | 11, 12 | 2 | Child Development |
| EARLY CHILDHOOD EDUCATION IIB | 11, 12 | 2 | Instructor Approval |
| EARLY CHILDHOOD EDUCATION IIC | 11, 12 | 2 | Child Care I |

Early Childhood Education is a one year cooperative venture with the Ivy Tech Community College Early Childhood Education Program. Students will be working 3 days a week with children in a practicum experience and 2 days a week will be spent learning developmentally appropriate practices for young children. Students may earn up to 9 college credits per year, which may be applied to a CDA Credential (Child Development Associate) in Early Childhood Education. It is recommended that students taking this class also take the Introduction to Early Childhood Education dual credit class. Students may complete Core 40 requirements while taking the Early Childhood classes. (2 period class) The tuition is paid by the high school.

| | | | |
|-----------------------------|--------|---|---------------------|
| RHS and IVY TECH | 11, 12 | 3 | Human Development |
| NURSING ASSISTANT | | | |
| HEALTH SCIENCE ED II | | | and Family Wellness |

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. (2 period class)

| | | | |
|----------------------------|--------|---|--|
| RHS and IVY TECH | 11, 12 | 3 | |
| MEDICAL TERMINOLOGY | | | |
| HEALTH SCIENCE ED I | | | |

Students will learn the basic terminology required of the allied health professional and acquire a basic knowledge of anatomy and physiology, pathology, special procedures, laboratory procedures and pharmacology. Emphasis is on forming a foundation for a medical vocabulary including meaning, spelling, and pronunciation. Medical abbreviations, signs and symbols are included. Students will explore a variety of health occupations and study those that interest them. (2 period class)

INFORMATION TECHNOLOGY

| | | | |
|--|--------|---|---------------------|
| COMPUTER ELECTRONICS/INTERNETWORKING IA | 11, 12 | 2 | Department Approval |
| COMPUTER ELECTRONICS/INTERNETWORKING IB | 11, 12 | 2 | |
| COMPUTER ELECTRONICS/INTERNETWORKING IC | 11, 12 | 2 | |

This is a one-year, two-hour per day program. Students will learn advanced computer networking skills, including: networking hardware and compatibility, media and topologies, wireless networking, basic router configuration, advanced Cisco router configuration, network installation, troubleshooting and maintenance, server configuration, network user management, and network security. Students completing this course with proficiency will be prepared to take the CompTIA Network+ Certification Exam for network technicians – an entry-level, vendor-neutral certification that is recognized worldwide as the standard for technical competency for networking technicians, and is often the basic requirement for employment as an associate network technician or associate network administrator.

FIRE AND RESCUE

| | | | |
|---------------------------|--------|---|---------------------|
| FIRE AND RESCUE 1A | 11, 12 | 2 | Department Approval |
| FIRE AND RESCUE 1B | 11, 12 | 2 | Fire and Rescue 1A |
| FIRE AND RESCUE 1C | 11, 12 | 2 | Fire and Rescue 1B |

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 and second year students should enroll in the Emergency Medical Services program.

| Courses | Grade | Credit | Prerequisite |
|--------------------------------------|--------------|---------------|---------------------|
| EMERGENCY MEDICAL SERVICES | | | |
| EMERGENCY MEDICAL SERVICES 1A | 11, 12 | 2 | Department Approval |
| EMERGENCY MEDICAL SERVICES 1B | 11, 12 | 2 | EMS 1A |
| EMERGENCY MEDICAL SERVICES 1C | 11, 12 | 2 | EMS 1B |

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 or Richmond Fire Department training facility.

ENGLISH

Jeremy Hill, Chairperson

All courses reflect the Indiana English/Language Arts proficiencies and content standards (essential skills). The courses meet Indiana Core 40 requirements and reflect the Core 40 competencies in addition to the state proficiencies. In order to meet Language Arts requirements for the Academic Honors Diploma (AHD), the eight credits earned must include literature, composition, and speech and must reflect the courses designated as meeting these requirements. AHD credits may be acquired in either of two ways: (1) all eight credits are from integrated courses, or (2) the total sequence of eight credits includes literature, composition, and speech courses. When offered in combination with other courses to provide a balance of: (1) writing; (2) reading; (3) listening; (4) speaking; (5) grammar; (6) literature, and (7) media studies, some courses may meet English credit requirements for graduation. Otherwise, they serve as English elective credits only. A course which primarily emphasizes the completion of: (1) forms; (2) letter writing; (3) grammar studies, and (4) skill and drill does not meet English credit graduation requirements.

| Courses | Grade | Credit | Prerequisite |
|---------|-------|--------|--------------|
|---------|-------|--------|--------------|

GRADE 9

ENGLISH FOUNDATIONS

| | | |
|---|---|--|
| 9 | 1 | |
|---|---|--|

Students in this course will sharpen basic skills necessary for a successful high school English career. Work on critical thinking, reading comprehension, standard English, and essay writing will be tailored to meet the individual student's needs. In addition to building a strong foundation, students will prepare to do well on standardized testing. This is an elective credit.

ENGLISH 9A ENGLISH 9B

| | | |
|---|---|------|
| 9 | 1 | None |
|---|---|------|

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.

HONORS ENGLISH 9A

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|---|---|---|
| 9 | 1 | Pass Istep+ and Teacher recommendation. |
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HONORS ENGLISH 9B

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| 9 | 1 | Honors English 9A |
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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.

GRADE 10

ENGLISH 10A ENGLISH 10B

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| 10 | 1 | None |
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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.

HONORS ENGLISH 10A

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| 10 | 1 | 9 th Grade Honors/Eng9B grade A/B and Teacher recommendation |
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HONORS ENGLISH 10B

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| 10 | 1 | Honor English 10A |
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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.

| Courses | Grade | Credit | Prerequisite |
|----------------------------|--------|--------|--------------|
| DRAMATIC LITERATURE | 11, 12 | 1 | None |

The purpose of this course is to give the students an increased appreciation of drama as a literary form. The student will read, write, and evaluate plays as well as view and critique electronic and live performances. History, culture, and technology may be examined. Through studying theater, students will grow in their ability to comprehend the world and to communicate with others. This course develops students' skills in reading, literary analysis, oral communication, and writing.

GRADE 11

| | | | |
|--|----|---|------|
| AMERICAN LITERATURE A AMERICAN LITERATURE B | 11 | 1 | None |
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This class enhances the 11th grade study of U.S. History. Throughout these two trimesters, 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.

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| HONORS AMERICAN LITERATURE A | 11 | 1 | 10 th Honors /Eng10B grade of A/B and Teacher recommendation. |
| HONORS AMERICAN LITERATURE B | 11 | 1 | Honors American Lit A |

One trimester is recommended for juniors planning to take AP English in their senior year. This course is a one-trimester study of American literary masterpieces. Some of these works, by writers such as Hawthorne, Melville, or Faulkner, will offer extra, interesting challenges to honors students. Readings will tend to be more challenging and the pace quicker than in the two-trimester American Literature class. Students will also work on refining their writing skills while preparing AP and college-level assignments.

GRADE 12

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|--------------------|----|---|------|
| ENGLISH 12A | 12 | 1 | None |
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English 12, an integrated English course based on Indiana's Academic Standards for English/Language Arts for Grade 12 and the Common Core State Standards for English/Language Arts, 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. English 12A will be comprised of materials from Research, World Lit., Justice and Mystery.

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| ENGLISH 12B | 12 | 1 | None |
|--------------------|----|---|------|

English 12, an integrated English course based on Indiana's Academic Standards for English/Language Arts for Grade 12 and the Common Core State Standards for English/Language Arts, 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. English 12B will be comprised of materials from Creative Writing, Dramatic Literature, Modern Literature, and British Literature.

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| ACP W131/ADVANCED COMPOSITION | 12 | 1 | Grade of A/B in 11 th grade English B class |
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ACP W131/Advanced Composition is a dual credit college level composition course offered through the Advance College Project at Indiana University, Bloomington. 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. Students taking this course must have a minimum of a 3.0 GPA while pursuing an Academic Honors Diploma.

| Courses | Grade | Credit | Prerequisite |
|--|-------|--------|--|
| ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION | 12 | 1 | Grade of A/B in 11 th grade Honors American Lit B |
| ADVANCED PLACEMENT ENGLISH B LITERATURE AND COMPOSITION | 12 | 1 | AP English Lit and Comp A |

Recommended: Honors 9-10, American Literature and British Literature

Required assignment: Summer reading preceding the senior year. Contact the instructor. During the three trimesters of 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. **Students will be required to take the AP English Literature and Composition exam in the spring.** Based on the exam scores, the student might earn college credit.

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| ADVANCED PLACEMENT ENGLISH LITERATURE AND COMPOSITION SEMINAR | 12 | 1 | AP English Lit and Comp B |
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Students will take the third trimester to acquire a deeper understanding of the content from the first two trimesters as they prepare for the Advanced Placement Test. Students will receive an elective credit for the third trimester.

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| ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION A | 12 | 1 | Grade of A/B in 11 th grade Honors American Lit B |
| ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION B | 12 | 1 | AP English Lit and Comp A |

English Language and Composition, Advanced Placement, is an advanced placement course based on content established by the College Board. An 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.

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| ADVANCED PLACEMENT ENGLISH LANGUAGE AND COMPOSITION SEMINAR | 12 | 1 | AP English Lit and Comp B |
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Students will take the third trimester to acquire a deeper understanding of the content from the first two trimesters as they prepare for the Advanced Placement Test. Students will receive an elective credit for the third trimester.

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| ETHNIC LITERATURE: VOICES OF DIVERSITY | 12 | 1 | None |
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Through a variety of reading, research, and writing activities, students will explore various ethnic and world cultures. The literature will especially focus on groups that make up our multi-cultural American society, including the writings of African-American, Asian-American, and Hispanic-American authors. Students will work on skills in writing and reading critically.

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| THEMES IN LITERATURE: HEROES | 12 | 1 | None |
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In this course, a variety of readings from throughout history will lead to discussions on the topic of heroism in fiction and in real life. What makes one a hero? What is the hero's journey? What do we value as heroic? How has the heroic idea developed over time? Students will continue to work on their language skills, including writing clearly and reading for meaning.

COMMUNICATIONS COURSES

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|------------------------|--------|---|------|
| ACP S121/SPEECH | 11, 12 | 1 | None |
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ACP S121/Speech is a dual credit college level composition course offered through the Advance College Project at Indiana University, Bloomington. This course is for the student who wishes to master the fundamental skills of public speaking or just improve in everyday speaking. Students will be required to present a variety of speeches before the class. Some colleges will waive their speech requirement for students who have taken high school speech. Also, **juniors and seniors may choose to take this course for IU credit. See the instructions for "Postsecondary Credit" in this curriculum guide.**

| Courses | Grade | Credit | Prerequisite |
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JOURNALISM

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|---|------------|---|---|
| JOURNALISM I (A & B & C) Student Publications (Yearbook) | 10, 11, 12 | 1 | Journalistic Writing or Teacher Approval |
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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 all three trimesters.

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| JOURNALISM II (A & B & C) Student Publications (Yearbook) | 10, 11, 12 | 1 | Journalistic Writing or Teacher Approval |
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This course is for students who are staff members of the school yearbook, the *Pierian*. Students will take a major leadership role as a section editor. They will be involved in all aspects of publishing the yearbook and will also help teach the new staff members. Students will be selected by the future top editors and the instructor. Students are encouraged to sign up for all three trimesters.

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| JOURNALISM III (A & B & C) Student Publications (Yearbook) | 11, 12 | 1 | Journalistic Writing and Teacher Approval |
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This course is for students who are staff members of the school yearbook, the *Pierian*. Students will be the top editors and be responsible for the entire publication of the yearbook. They will be involved in all aspects of publishing the yearbook, will work with section editors, and will also help teach the new staff members. Students for this class will be selected by the instructor. Students are encouraged to sign up for all three trimesters.

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| JOURNALISM I (A & B & C) Student Publications (Newspaper) | 10, 11, 12 | 1 | Journalistic Writing or Teacher Approval |
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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 all three trimesters.

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|---|------------|---|---|
| JOURNALISM II (A & B & C) Student Publications (Newspaper) | 10, 11, 12 | 1 | Journalistic Writing or Teacher Approval |
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This course is for students who are staff members of the school newspaper, the Register. Students will take a major leadership role as page editors. They will be involved in all aspects of publishing the newspaper and will also help teach the new staff members. Students will be selected by the future top editors and the instructor. Students are encouraged to sign up for all three trimesters.

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|--|--------|---|--|
| JOURNALISM III (A & B & C) Student Publications (Newspaper) | 11, 12 | 1 | Journalistic Writing and Teacher Approval |
|--|--------|---|--|

This course is for students who are staff members of the school newspaper, the Register. Students will be the top editors and be responsible for the entire publication of the newspaper. They will be involved in all aspects of publishing the yearbook, will work with page editors, and will also help teach the new staff members. Students for this class will be selected by the instructor. Students are encouraged to sign up for all three trimesters.

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| PHOTOGRAPHY | 10, 11, 12 | 1 | Introduction to 2 Dimensional Art |
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Photography is a course based on the Indiana Academic Standards for Visual Art. Students in photography engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works, creating photographs, films, and video utilizing a variety of digital tools and dark room processes. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

**FAMILY & CONSUMER SCIENCES
(FACS)
Denise Selm, Chairperson**

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, Orientation to Life and Careers, or Adult Roles and Responsibilities. All classes meet Core 40 requirements and qualify as an Academic Honors Diploma elective.

| Courses | Grade | Credit | Prerequisite |
|-------------------------------|---------------|--------|--------------|
| NUTRITION AND WELLNESS | 9, 10, 11, 12 | 1 | None |

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.

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| ADVANCED NUTRITION AND FOODS | 10, 11, 12 | 1 | Nutrition and Wellness |
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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 for any student for enrichment and as a foundation for students with interest in any career or profession related to nutrition and foods.

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| CHILD DEVELOPMENT AND PARENTING | 10, 11, 12 | 1 | None |
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This course addresses the knowledge, skills, attitudes and behaviors associated with supporting and promoting optimal growth and development of infants and children. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested 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 crisis 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.

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|-----------------------------------|------------|---|---------------------------------|
| ADVANCED CHILD DEVELOPMENT | 10, 11, 12 | 1 | Child Development and Parenting |
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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 is a sequential course that 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 children 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.

| Courses | Grade | Credit | Prerequisite |
|---|--------------|---------------|---------------------|
| ADULT ROLES AND RESPONSIBILITIES | 11, 12 | 1 | None |

This course builds knowledge, skills, attitudes, and behaviors students will need as they prepare to take the next steps toward adulthood in today's ever-changing society. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of individual and family issues. The focus is on becoming independent, contributing, and responsible participants in family, community, and career settings. Topics include living independently and family formation; analysis of personal standards, needs, aptitudes and goals; integration of family, community, and career responsibilities; consumer choices and decision making related to nutrition and wellness, clothing, housing, and transportation; financial management; relationship of technology and environmental issues to family and consumer resources; and community roles and responsibilities of families and individuals. Applications through authentic settings such as volunteer experiences, internships, and service learning are encouraged.

This course is designed for students who may not have had other FACS classes and recommended for all students regardless of their career cluster, in order to build skills needed for assuming the roles and responsibilities they will encounter as they prepare to complete high school and enter the adult world.

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| CONSUMER ECONOMICS | 10, 11, 12 | 1 | None |
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This course enables students to achieve high standards and competencies in economic principles in contexts of high relevancy and applicability to their individual, family, workplace, and community lives. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of individual and family issues. The course focuses on interrelationships among economic principles and individual and family roles of exchanger, consumer, producer, saver, investor, and citizen. Economic principles to be studied include scarcity, supply and demand, market structure, the role of government, money and the role of financial institutions, labor productivity, economic stabilization, and trade. Depending on needs and resources, this course may be taught in a local program. It is recommended for all students regardless of their career pathway, in order to build basic economics proficiencies.

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| HUMAN DEVELOPMENT AND FAMILY WELLNESS | 10, 11, 12 | 1 | None |
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This course addresses development and wellness of individuals and families throughout the life cycle. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of individual and family issues. Topics include human development and wellness theories, principles, and practices; roles, responsibilities, and functions of families and family members throughout the life cycle; individual and family wellness planning; prevention and management of illnesses and disease; impacts of diverse perspectives, needs, and characteristics on human development and family wellness; gerontology and intergenerational aspects, including adult care giving; contemporary family issues, including ethics, human worth and dignity, change, stress, and family crisis-abuse-violence; physical, mental, and emotional health issues, including substance use/abuse and eating disorders; managing the family's health-related resources; community services, agencies, and resources; and exploration of human and family services careers. Applications through authentic settings such as volunteer experiences, internships, and service learning are encouraged.

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| INTERPERSONAL RELATIONSHIPS | 9, 10, 11, 12 | 1 | None |
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This course addresses the knowledge, skills, attitudes and behaviors all students need to participate in positive, caring, and respectful relationships in the family and with individuals at school, in the community, and in the workplace. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate suggested topics into the study of individual and family issues. Topics include components of healthy relationship, roles and responsibilities in relationships; functions and expectations of various relationships; ethics in relationships; factors that impact relationships (e.g. power, conflicting interests, peer pressure, life events); establishing and maintaining relationships; building self-esteem and self-image through healthy relationships; communications styles; techniques for effective communication, leadership and teamwork; individual and group goal setting and decision making; preventing and managing stress and conflict; addressing violence and abuse; and related resources, services and agencies. Applications through authentic settings such as volunteer experiences, internships, and service learning are encouraged.

Fine Arts
Terry Bettner, Chairperson

| Courses | Grade | Credit | Prerequisite |
|-----------------------------------|--------------|---------------|---------------------|
| ART | | | |
| ADVANCED 3 DIMENSIONAL ART | 10, 11, 12 | 1 | 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.

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| ART HISTORY | 9, 10, 11, 12 | 1 | None |
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Emphasis on this course is on Art History and not studio artwork. This is a trimester course and is designed for 9th through 12th 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 be focused 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.

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| INTRODUCTION TO 3 DIMENSIONAL ART | 9, 10, 11, 12 | 1 | None |
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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. There will be sequential learning experiences that encompass art history, art criticism, aesthetics and art production, which will lead to the creation of portfolio quality works. The art production will be focused on 3 dimensional art. Students will study and develop using the elements and principles of design in their art work. 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.

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| JEWELRY | 9, 10, 11, 12 | 1 | 3 Dimensional Art |
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Students will learn how to form, fabricate, shape, and silver solder semi-precious metals. They will create their own designs. Students reflect on, revise and refine their designs of pendants and rings. Tiny sculptures can also be produced from these same materials and processes. Several projects will require setting bezels on rings and pendants along with basic knowledge and understanding of technical tools and equipment as well as procedures in jewelry making. They will also learn about the elements and principles of design, and how to incorporate them into their own jewelry.

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| SCULPTURE/ CERAMICS I, II, III | 10, 11, 12 | 1 | 3 Dimensional Art |
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After the first 3 weeks of introduction, the students will decide what study they will pursue, Sculpture or Ceramics. The art created by students will be used for portfolio quality work.

Students choosing sculpture will design and complete a sculpture in the following basic materials: wood, stone, metal and plastic. Students reflect on, revise and refine their own designs in the above materials using problem solving techniques and critical thinking skills. They will study and develop using the elements and principles of design. Sculpture students will learn and use the following processes: additive, subtractive, sculpture in the round along with bass relief and high relief techniques.

Ceramic students will create hand built clay art products using coil and slab techniques. Students will also learn to throw on the wheel.

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 their art history lessons and apply those lessons to their own creations.

| Courses | Grade | Credit | Prerequisite |
|--|---------------|---------------|--|
| INTRO TO 2 DIMENSIONAL ART | 9, 10, 11, 12 | 1 | None |
| <p>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. (Offered all trimesters)</p> | | | |
| INTRO TO ADVANCED 2 DIMENSIONAL ART | 9, 10, 11, 12 | 1 | Intro to 2 Dimensional Art |
| <p>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 their creativity, style and to capitalize on self-expression through different mediums. (Offered all trimesters)</p> | | | |
| DRAWING | 10, 11, 12 | 1 | Intro to 2D and Advanced 2D |
| <p>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. (Offered all trimesters)</p> | | | |
| FIBER ARTS | 9, 10, 11, 12 | 1 | Intro to 2D and Drawing |
| <p>Students in fiber arts engage in sequential learning experiences that encompass art history, art criticism, and aesthetics. Production will lead to the creation of quality works. Fiber Arts will use cultural influences to cover the basic Batik, Fabric weaving and Basket coiling methods. Emphasis will be made on different styles of creating these projects. (Offered all trimesters)</p> | | | |
| PAINTING I, II, III, IV | 10, 11, 12 | 1 | Intro to 2 Dimensional Art and Drawing |
| <p>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. The key to this class is self motivation and willingness to experiment with many techniques, along with interacting well with others. We will spend a lot of time critiquing and learning from their peers as well as professional artist. Students will learn how to discuss identify and comprehend traditional and contemporary paintings and learn 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. (Offered all trimesters)</p> | | | |

MUSIC

Terry Bettner, Chairperson

| Courses | Grade | Credit | Prerequisite |
|-------------------------|---------------|--------|---|
| BAND | | | |
| CONCERT BAND (L) | 9, 10, 11, 12 | 1 | Minimum of 2 Years in Middle School band or Director Approval |

Ensemble and solo activities are designed to develop elements of musicianship including, but not limited to: (1) tone production, (2) technical skills, (3) intonation, (4) musical reading skills, (5) listening skills, (6) analyzing music, and (7) 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. Student must participate in a minimum of 2 trimesters to be considered eligible for the State Fair Marching Band. Students enrolled in band will play at home football games.**

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| RICHMOND SYMPHONIC BAND | 9, 10, 11, 12 | 1 | Successful Audition |
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Ensemble and solo activities are designed to develop elements of musicianship including, but not limited to: (1) tone production, (2) technical skills, (3) intonation, (4) musical reading skills, (5) listening skills, (6) analyzing music, and (7) 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: (1) intonation, (2) balance and blend, (3) breathing, (4) tone production (5) tone quality, (6) technique, (7) rhythm, (8) sight-reading, and (9) 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. **Student must participate in a minimum of 2 trimesters to be considered eligible for the State Fair Marching Band. Students enrolled in band will perform at home football games.**

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| PERCUSSION ENSEMBLE | 9, 10, 11, 12 | 1 | 2 Years in Percussion at Middle School or Director Audition |
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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 the 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.

ORCHESTRA

| | | | |
|---|---------------|---|---|
| ORCHESTRA ADVANCED A, B, & C | 9, 10, 11, 12 | 1 | Minimum of 2 Years in Middle School Orchestra/Director Audition |
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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: (1) tone production (2) technical skills (3) intonation (4) musical reading skills (5) listening skills, and (6) 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 all three trimesters, unless approved by the director.

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| SYMPHONY ORCHESTRA | 9, 10, 11, 12 | ½ | Enrolled in Performing Ensemble |
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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 3rd trimester, and only if all attendance and performance requirements are met. This ensemble performs at least two (2) times a year.

| Courses | Grade | Credit | Prerequisite |
|--|---------------|---------------|---------------------|
| CHOIR | | | |
| INTERMEDIATE CHORUS A & B (L) RHS SINGERS | 9, 10, 11, 12 | 1 | Successful Audition |

Activities create the development of quality repertoire in the diverse styles of choral literature, which is 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 and musical ability. Three and four-part music is performed. The students prepare for one choral concert and choir contest in the spring.

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| INTERMEDIATE CHORUS (L) CONCERT CHOIR (A&B) | 9, 10, 11, 12 | 1 | Successful Audition |
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Activities create the development of quality repertoire in the diverse styles of choral literature which is 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 in singing choral music and musical ability. Advanced choral literature is performed. The students prepare for one choral concert and choir contest in the spring.

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| ADVANCED CHORUS A & B (L) SYMPHONIC CHOIR | 9, 10, 11, 12 | 1 | Successful Audition |
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Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Chorus classes provide instruction in creating, performing, conducting, listening to, and analyzing, in addition to focusing on the specific subject matter. Students are selected on the basis of past experience in singing choral music and 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.

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| CHORAL CHAMBER ENSEMBLE A & B (L) | 9, 10, 11, 12 | 1 | Successful Audition |
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Chamber ensemble classes provide instruction in creating, performing, conducting, listening to, and analyzing, in addition to focusing on the 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.

OTHER

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| DANCE PERFORMANCE (L) | 9, 10, 11, 12 | 1 | None |
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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 and is open to other interested students. The Devilettes participate with the marching band at football games and civic parades. They also present basketball pre-game and half-time shows. Being a Devilette is achieved through a tryout procedure before a selection committee.

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| MUSIC HISTORY APPRECIATION | 9, 10, 11, 12 | 1 | None |
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This is a non-performance, one trimester 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: (1) listening to, analyzing, and describing music; (2) evaluating music and music performances; and (3) understanding relationships between music and the other arts, as well as disciplines outside of the arts.

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| STEEL DRUM ENSEMBLE | 9, 10, 11, 12 | 1 | |
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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.

MATHEMATICS

Celeste Johnson, Chairperson

To complete CORE 40 requirements, students must complete Algebra 1, Geometry, and Algebra 2.

A TI-83, TI-83 Plus, TI-84, or TI-84 Plus calculator will be required for Algebra 2, Pre-Calculus, Probability and Statistics, and Calculus.

TI-89 calculators or the equivalent will not be allowed in any course except Calculus.

| Courses | Grade | Credit | Prerequisite |
|---------------------------|-------|--------|--------------|
| ALGEBRA ENRICHMENT | 9 | 1 | None |

Algebra Enrichment is a course designed to provide additional support for the Algebra 1 course and must be taken the same academic year as Algebra 1. Topics will include but not be limited to: relationships between quantities and reasoning with equations; linear and exponential relationships; descriptive statistics; expressions and equations; and quadratic functions and modeling.

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| ALGEBRA 1A | 9, 10, 11, 12 | 1(A) | None |
| ALGEBRA 1B | 9, 10, 11, 12 | 1(B) | Algebra IA |

Algebra 1 (A & B) includes studying the language of Algebra in the real number system. Topics will include but not be limited to: linear and quadratic equations and inequalities; writing and solving systems of equations; relations and functions; graphing; properties of polynomials; and algebraic functions and proportions. Problem solving will be stressed throughout the course. Graphing as a visual picture will be included. The Algebra 1 ECA (End-Of-Course-Assessment) will be given near the end of Algebra 1B. Both the Algebra I ECA and Algebra 1A & 1B course credits are required for graduation.

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| ALGEBRA 2A | 9, 10, 11, 12 | 1(A) | Geometry 1B or Honors Geo 1B |
| ALGEBRA 2B | 9, 10, 11, 12 | 1(B) | Algebra 2A |

Algebra 2 (A & B) is a course beginning with a comprehensive review of previously studied algebraic concepts. Topics will include but not be 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 2 be taken concurrently.**

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| HONORS ALGEBRA 2A | 9, 10, 11, 12 | 1(A) | Grade of A/B in Honors Geo B and Teacher Recommendation |
| HONORS ALGEBRA 2B | 9, 10, 11, 12 | 1(B) | C- or better in Hon. Alg 2A |

Honors Algebra 2 (A & B) builds on reasoning and algebraic skills reviewed in Honors Geometry (A & B). Topics will include but not be 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. **There is an expectation that Honors Algebra 2 students will do more complex problems and manipulation than academic Algebra 2 students.**

GEOMETRY

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| GEOMETRY 1A | 9, 10, 11, 12 | 1(A) | Algebra 1B |
| GEOMETRY 1B | 9, 10, 11, 12 | 1(B) | Geometry A |

Geometry (A & B) 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 not be 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; polyhedra 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.

| Courses | Grade | Credit | Prerequisite |
|---------------------------|-------|--------|--|
| HONORS GEOMETRY 1A | 9 | 1(A) | Grade of A/B in Algebra 1B, Pass ECA and Teacher recommendation. |
| HONORS GEOMETRY 1B | 9 | 1(B) | C- or better in Hon Geo 1A |

Honors Geometry (A & B) 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. **There is an expectation that Honors Geometry students will do more complex problems and manipulations than academic Geometry students.**

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| PRE-CALCULUS 1A | 10, 11, 12 | 1(A) | Algebra 2B or Hon Alg 2B |
| PRE-CALCULUS 1B | 10, 11, 12 | 1(B) | Pre-Calculus 1A |

Pre-Calculus (A & B) builds on algebraic skills covered in Algebra 2 (A & B). Topics will include but not be 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 1A & 1B are available for dual credit through Ivy Tech.**

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| HONORS PRE-CALCULUS 1A | 10, 11, 12 | 1(A) | Grade of A/B in Honors Algebra 2B and Teacher recommendation. |
| HONORS PRE-CALCULUS 1B | 10, 11, 12 | 1(B) | Grade of C- or better in Honors Pre-Calc 1A |

Honors Pre-Calculus (A & B) builds on algebraic skills covered in Honors Algebra 2 (A & B). 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, TI-84 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.**

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| AP CALCULUS IA | 11, 12 | 1(A) | Honors Pre-Calc B or Pre-Calculus B |
| AP CALCULUS IB | 11, 12 | 1(B) | AP Calculus 1A |

AP Calculus is a **year-long course** for the very capable mathematics student. Topics will include but not be 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.

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| AP CALCULUS Seminar | 11, 12 | 1 | AP Calculus B |
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Students will take the third trimester to acquire a deeper understanding of the content from the first two trimesters as they prepare for the Advanced Placement Test. Students will receive an elective credit for the third trimester.

| Courses | Grade | Credit | Prerequisite |
|--|------------|--------|---------------------------------|
| ADVANCED PLACEMENT STATISTICS A | 10, 11, 12 | 1 | Algebra 2B or Honors Algebra 2B |
| ADVANCED PLACEMENT STATISTICS B | 10, 11, 12 | 1 | AP Statistics A |

Statistics, Advanced Placement is a course based on content established by the College Board. The purpose of the AP course in statistics is to introduce students to the major concepts and tools for collecting, analyzing, and drawing conclusions from data. Topics include (1) exploring data: describing patterns and departures from patterns (2) sampling and experimentations: planning and conducting a study, (3) anticipating patterns: exploring random phenomena using probability and simulation, and (4) statistical inference: estimating population parameters and testing hypotheses. 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. **There is an expectation that AP Statistics students possess strong reading and writing skills.**

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| AP COMPUTER SCIENCE A | 11, 12 | 1 | Completed Algebra 2B |
| AP COMPUTER SCIENCE B | | | and Information Communication Technology A or B |

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

OTHER

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|-------------------|---|---|------|
| MATH LAB 1 | 9 | 1 | None |
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Math Lab 1 is designed to help students increase their basic math skills as well as improve skills related to ECA topics. 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.**

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| MATH LAB 2 | 10, 11, 12 | 1 | Completed Algebra 1B |
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Math Lab 2 is designed to help students increase their basic math skills as well as improve skills related to ECA topics. 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.**

MULTI-DISCIPLINARY COURSES

| Courses | Grade | Credit | Prerequisite |
|---------|-------|--------|--------------|
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| KEYSTONE | 9 | 1 | |
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Freshman Keystone is a required course designed to facilitate a successful transition between the 8th grade and 9th grade experience. Keystone by definition is the “central principle of a system, policy, organization, etc.” As such, Keystone is centered around essential questions that will ask the students to self-assess more effectively, seek out new possibilities in learning and find value and identification with academic experience. Within the curriculum of the class, an emphasis will be placed on “Habits of Mind,” Socratic Seminars, and College/Career Exploration while individualizing the experience to the needs of the particular student.

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| HUMANITIES | 10, 11, 12 | 1 | Placement |
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Humanities is the integrated study of history, literature, language, philosophy, the visual arts, theater, dance, and music. In the Humanities curriculum, emphasis is placed on critical thinking, creativity, and rights and responsibilities of the individual in society. Students explore aspects of human nature, human roles and behavior, and human ideals. Studying the basic foundations of human nature offers significant ways to better understand the human condition. Humans seek perfection, however unattainable. The urge to achieve harmony through the pursuit of truth, love, justice, and beauty exists in all societies and is manifested in their art and artifacts.

Humanities will be an interdisciplinary course model introducing students to western and non-western cultural history with specific emphasis on literature, philosophy, history, religion, music, and art. The course is organized around a theme, *Enduring Human Values and Cultural Connections*.

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| SERVICE LEARNING | 11, 12 | 0.5 | Application and Teacher Selection |
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Service Learning is a method by which schools 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 trimester and no later than 2 weeks into the trimester in order to earn a credit in the course. Students must work with a counselor to sign up for the course.

KOM students may declare for a credit in service learning at the beginning of the tri and/or no later than 2 weeks into the tri.

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| BSD-PEER HELPER | 10, 11 | 1 | Application, Interview and Teacher Selection |
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The Peer Information Center for Teens, Inc. one trimester training course certifies sophomores and juniors selected from applications in communication, decision-making, referral skills, and conflict management techniques. Peer Helpers learn about human behavior, sexuality, violence, and addictions. Peer Helpers gain self-understanding, increased respect for other people and a better sense of perspective. The PICT, Inc. program was named “2002 Peer Program of the Year”, first peer program in the world to achieve “Certified Peer Program” status from the National Association of Peer Programs, first “Governor’s Community Volunteer Service Organization” in 2006. After training, PICT Peer Helpers can assist with or get professional help for almost any problem or decision. They keep everything confidential. PICT Peer Helper service leads to reductions in hurtful remarks, violence, teenage pregnancy, substance abuse, and school drop out. PICT Peer Helpers meet once weekly in support groups during lunch to share ideas and help each other. They welcome new students and orient them to the high school. They provide over 500 prevention education workshops per year for younger peers and have given over 100,000 volunteer hours to school and community organizations. The PICT, Inc. Peer Helper training course receives a full elective credit. It does not count toward a major or minor in any department and is only offered in the Spring. PICT Peer Helpers can receive up to 2 Service Learning credits for their PICT Peer Helper service.

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| JOURNALISTIC WRITING | 9, 10, 11, 12 | 1 | None |
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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.

| Courses | Grade | Credit | Prerequisite |
|--------------------------|--------------|---------------|------------------------------------|
| CLERICAL PRACTICE | 11, 12 | 0 | Application and Counselor Approval |

Requirements: 95% or better attendance rate; 2.5. This consists of routine work experiences in the school offices and in the Media Center.

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| READ 180 | 9 | 1 | Teacher/Counselor Approval |
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READ 180 is a comprehensive system of curriculum, instruction, assessment, and professional development proven to raise reading achievement for struggling readers. Students selected for this program will receive differentiated instruction to improve their reading levels.

PHYSICAL EDUCATION
Terry Bettner, Chairperson

| Courses | Grade | Credit | Prerequisite |
|---------------------------------|---------------|---------------|---------------------|
| PHYSICAL EDUCATION I (L) | 9, 10, 11, 12 | 1 | None |

Secondary Physical Education I 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, flag football. *The students must also participate in an ability grouped aquatics program. This course is required for graduation.*

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| PHYSICAL EDUCATION II (L) | 9, 10, 11, 12 | 1 | None |
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Secondary Physical Education II 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, flag football. *The students must also participate in an ability grouped aquatics program. This course is required for graduation.*

ELECTIVE PHYSICAL EDUCATION

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| ELECTIVE PHYSICAL EDUCATION SPORTS AND FITNESS | 9, 10, 11, 12 | 1 | Physical Education I & II |
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Specialized physical education is designed to help students make wise choices in the selection of lasting life time sport activities through individual instruction, 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, whiffle ball.

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| ELECTIVE PHYSICAL EDUCATION LIFEGUARD TRAINING | 9, 10, 11, 12 | 1 | Physical Education I & II 15 Years of Age |
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Lifeguard training is a course offered to certify students as lifeguards. The student will pay an American Red Cross course fee of \$55.00. Red Cross training for the professional rescuer is also taught during this class. The student must be at least 15 years old, be able to swim the sidestroke and breaststroke, complete a 300 yard continuous swim, and a timed brick recovery test, and tread with no hands for (2) minutes. Prerequisite; all students will have to pass the prerequisite testing two (2) weeks before the class in order to be eligible to take the course.

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| ELECTIVE PHYSICAL EDUCATION CONDITIONING LEVEL I | 9, 10, 11, 12 | 1 | Physical Education I & II |
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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. The program is designed for both females and males and is highly energetic.

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| ELECTIVE PHYSICAL EDUCATION CONDITIONING LEVEL II-VI | 10, 11, 12 | 1 | Physical Education I & II Spec PE Conditioning |
|---|------------|---|---|

The purpose of advanced conditioning is to take what was learned in conditioning one step further. Emphasis is placed on strength gains, explosive power flexibility, and muscular endurance. The program is designed for the student to achieve maximum performance in physical activities and athletic events. The components of the program are intense weight training, intense flexibility routines, explosive and plyometric drills.

| Courses | Grade | Credit | Prerequisite |
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HEALTH

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|-------------------------|---------------|---|------|
| HEALTH EDUCATION | 9, 10, 11, 12 | 1 | None |
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Health education is a one-trimester 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 attention will encourage students to abstain from drugs and alcohol, tobacco use and risky behaviors. The class emphasizes goal-setting, decision making and building positive relationships. **This course is required for graduation.**

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| INTRO TO HEALTH OCCUPATIONS | 10, 11, 12 | 1 | Health |
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This course is designed to allow students the opportunity to experience enrichment and knowledge in health related careers. Classroom activities will include research into health careers, local health professional speakers, job shadows (must provide own transportation), beginning medical terminology and job interviews. The class will include field trips to Reid Hospital and the Reid Orthopedic Center. Students will develop a health portfolio.

SCIENCE
Brandon Hilbert, Chairperson

| Courses | Grade | Credit | Prerequisite |
|----------------------------------|---------------|--------|--------------|
| EARTH/SPACE SCIENCE A (L) | 9, 10, 11, 12 | 1 | None |
| EARTH/SPACE SCIENCE A (L) | 9, 10, 11, 12 | 1 | |

Not open to students who have taken Geology or Astronomy.

Earth and Space Science is a laboratory course which covers the concepts and theories of geology, astronomy, meteorology, oceanography, paleontology, and natural resources. Students connect the concepts of energy, matter, conservation, and gravitation to the Earth, solar system, and universe. Students utilize knowledge of the materials and processes of the Earth, planets, and stars in the context of scales of time and size. Students gain understanding of how the scientific enterprise operates through examples of historical events.

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| BIOLOGY 1A (L) | 10, 11, 12 | 1 | None |
| BIOLOGY 1B (L) | 10, 11, 12 | 1 | |

Biology or Honors Biology is required to graduate.

Biology I provides, through regular laboratory and field investigations, a study of the structures and functions of living organisms and their interactions with their environment. At a minimum, this study explores the functions and processes of cells, tissues, organs, and systems within various species of living organisms and the roles and interdependencies of organisms within populations, communities, ecosystems, and the biosphere. Students have opportunities to: (1) gain an understanding of the history of the development of biological knowledge; (2) explore the uses of biology in various careers, and (3) investigate biological questions and problems related to personal needs and social issues.

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| HONORS BIOLOGY A (L) | 9 | 1 | 8 th Grade Science A/B and Teacher Recommendation |
| HONORS BIOLOGY B (L) | 9 | 1 | Honors Biology A |

This course meets all Indiana Academic Standards for Biology I and prepares students for the academic requirements of Advanced Placement (AP) Biology. Students will: (1) do pre AP laboratory investigations and activities; (2) refine the methods of scientific inquiry and problem resolution; and (3) conduct a major long-term project each trimester.

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| ADVANCED PLACEMENT BIOLOGY A | 10, 11, 12 | 1 | Honors Bio and completed/enrolled in Chemistry |
| ADVANCED PLACEMENT BIOLOGY B | 10, 11, 12 | 1 | AP Biology A |

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.

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| CHEMISTRY IA (L) | 10, 11, 12 | 1 | Algebra 1B and enrolled in Geometry |
| CHEMISTRY IB (L) | 10, 11, 12 | 1 | Chemistry IA |

Chemistry I allows students to synthesize useful models of the structure of matter and the mechanisms of its interactions through laboratory investigations of matter and 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.

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| HONORS CHEMISTRY IA (L) | 10, 11, 12 | 1 | Completed/Enrolled in Algebra 2 |
| HONORS CHEMISTRY IB (L) | 10, 11, 12 | 1 | Honors Chemistry IA |

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.

| Courses | Grade | Credit | Prerequisite |
|--|--------|--------|-------------------------------|
| ADVANCED PLACEMENT CHEMISTRY IA (L) | 11, 12 | 1 | Algebra 2B and Honors Chem 1B |
| ADVANCED PLACEMENT CHEMISTRY IB (L) | 11, 12 | 1 | AP Chemistry IA |

Required: Advanced Placement Examination

Advanced Placement Chemistry is a year long 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

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| AP CHEMISTRY SEMINAR | 11, 12 | 1 | AP CHEM B |
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Students will take the third trimester as they prepare for the Advanced Placement Test to acquire a deeper understanding of the content from the first two trimesters. Students will receive an elective credit for the third trimester.

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| PHYSICS IA (L) | 11, 12 | 1 | Algebra 1 and enrolled/completed Algebra 2 |
| PHYSICS IB (L) | 11, 12 | 1 | Physics IA |

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)

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| ADVANCED PLACEMENT PHYSICS 1A | 11, 12 | 1 | Algebra 2B |
| ADVANCED PLACEMENT PHYSICS 1B | 11, 12 | 1 | AP Physics IA |

The students enrolling MUST take the Advanced Placement Physics I Examination

AP Physics I is a year-long course which follows the College Board Entrance Examination guidelines for the advanced placement physics I 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.

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| ADVANCED PLACEMENT PHYSICS I Seminar | 11, 12 | 1 | AP Physics IB |
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Students will take this course the third trimester as they prepare for the Advanced Placement Test to acquire a deeper understanding of the content from the first two trimesters. Students will receive an elective credit for the third trimester.

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| ADVANCED PLACEMENT PHYSICS IIA | 11, 12 | 1 | Completed/enrolled in Pre-Calc & AP Physics I or Teacher Approval |
| ADVANCED PLACEMENT PHYSICS IIB | 11, 12 | 1 | AP Physics IIA |

The students enrolling MUST take the Advanced Placement Physics II Examination

(AP Physics II replaces AP Physics B) AP Physics II is a year-long course which follows the College Board Entrance Examination guidelines for the advanced placement physics II 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.

| Courses | Grade | Credit | Prerequisite |
|--|--------------------------|--------|---|
| ADVANCED PLACEMENT PHYSICS II SEMINAR | 11, 12 | 1 | AP Physics IIB |
| Students will take this course the third trimester as they prepare for the Advanced Placement Test to acquire a deeper understanding of the content from the first two trimesters. Students will receive an elective credit for the third trimester. | | | |
| GEOLOGY IA (L) | 11, 12 | 1 | Earth/Space IA and IB or Chemistry 1B |
| Geology IA is a laboratory class designed for students considering college. A freshman college text is used but little math is required. Geology provides for the in-depth investigation of geology. Students will gain knowledge of rocks and minerals, volcanoes, earthquakes, continental drift, weathering and erosion. The course is designed to improve study habits and note-taking skills in preparing students for college. Students are encouraged to continue with Geology IB. | | | |
| GEOLOGY IB (L) | 11, 12 | 1 | Earth/Space IA and IB or Chemistry 1B |
| Geology IA is recommended but is not mandatory before taking Geology IB. Geology is a laboratory class that provides for continued investigation of geology. Students will gain knowledge of the history of the earth, fossil identification, development of life throughout geologic history, reading landscapes, and map studies. The course should improve study habits and note-taking in preparing students for college. | | | |
| INTEGRATED CHEMISTRY AND PHYSICS (A&B) (L) | 10, 11 "A" 10, 11 "B" | 1 1 | Algebra 1A Recommended Integrated Chemistry/Physics "A" |
| Not open to students who have two (2) credits in Physics and/or Chemistry. 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. | | | |
| ANATOMY & PHYSIOLOGY (L) | 10, 11, 12 | 1 | Biology IA & IB and Algebra I |
| 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), nervous system, special senses, integumentary, skeletal, cardiovascular, respiratory and digestive systems. Laboratory experience, projects and dissection will be important components of the course. | | | |
| ASTRONOMY IA (L) | 11, 12 | 1 | Algebra 1 Recommended; enrolled in Physics or ICP |
| Astronomy 1A is a laboratory class for students considering college. Students will be expected to work with scientific notation, solve simple equations, and work with graphs. Earth and Space Science, Astronomy provides for an in-depth investigation of astronomy. This class will include morning and daytime observations. Students will gain knowledge of the history of astronomy, telescopes, the solar system, and others. This class is designed to improve study habits and note-taking skills. | | | |
| FORENSIC SCIENCE (L) | 11, 12 | 1 | Algebra I; Biology IA and IB; & 1 credit from the following: Integrated Chemistry & Physics; Chemistry or Physics |
| 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 student s to improve their critical reading, critical thinking, data collecting, and problem solving skills. Focus will 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. | | | |

| Courses | Grade | Credit | Prerequisite |
|---|------------|--------|--|
| <p>ENVIRONMENTAL SCIENCE 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.</p> | 11, 121 | | Biology IB & Physical Science IB |
| <p>ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE A (L)</p> | 10, 11, 12 | 1 | Currently enrolled in Chemistry & Honors Biology |
| <p>ADVANCED PLACEMENT ENVIRONMENTAL SCIENCE B (L) Environmental Science, Advanced Placement 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, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them.</p> | 10, 11, 12 | 1 | AP Environmental Science A |

SOCIAL STUDIES
Jay Lee, Chairperson

| Courses | Grade | Credit | Prerequisite |
|----------------------|-------|--------|--------------|
| US HISTORY IA | 11 | 1 | None |
| US HISTORY IB | 11 | 1 | None |

US History IA and IB are graduation requirements and students must pass both sections in order to be eligible for graduation.

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 IA will review the fundamental concepts of American History, as outlined in standard one of the Indiana Academic Standards, and culminate with a study of the causes and effects of the Great Depression. US History IB will start with World War II and culminate with a study of the most recent events of the twenty-first century.

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| ADVANCED PLACEMENT US HISTORY IA | 11 | 1 | Grade of A/B in Honors World History B/World His B and Teacher recommendation. |
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| ADVANCED PLACEMENT US HISTORY IB | 11 | 1 | AP US History 1A |
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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. Dual Credit opportunities are also available through the ACP program at IU. **Completion of AP US History meets the graduation requirements.**

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| ADVANCED PLACEMENT US HISTORY SEMINAR | 11 | 1 | AP US History B |
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Students will take this course the third trimester as they prepare for the Advanced Placement Test to acquire a deeper understanding of the content. Students will receive an elective credit for the third trimester.

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| GOVERNMENT | 12 | 1 | None |
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Government is a graduation requirement.

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.

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| ADVANCED PLACEMENT GOVERNMENT | 12 | 1 | None |
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The course involves the study of general concepts used to interpret American politics and also 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. The AP Government class can be taken to meet the state required government class. **Completion of AP Government meets the graduation requirements.**

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| ADVANCED PLACEMENT GOVERNMENT SEMINAR | 12 | 1 | AP Government |
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Students will take this course the third trimester as they prepare for the Advanced Placement Test to acquire a deeper understanding of the content. Students will receive and elective credit for the third trimester.

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| ECONOMICS | 12 | 1 | None |
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This course will only meet the needs of the Core 40 curriculum.

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.

| Courses | Grade | Credit | Prerequisite |
|---------------------------|--------------|---------------|---------------------|
| ACADEMIC ECONOMICS | 12 | 1 | None |

This course is required to meet the needs of the Academic Honors diploma curriculum.

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.

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| SOCIOLOGY | 10, 11, 12 | 1 | None |
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Sociology is a one trimester course and is the science of human social behavior including how the groups of their origins and the individual's impact on the group socialize individuals. 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.

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| WORLD HISTORY IA | 9 | 1 | None |
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This course will meet the needs of the honors diploma.

This course will be divided into five major areas of study that have significantly influenced the development of Western Civilization. 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. (This course will meet the needs of the honors diploma)

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| WORLD HISTORY IB | 9 | 1 | None |
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This course will be divided into five major areas of study that have significantly influenced the development of Europe, the Americas and Global concerns. These areas are: 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. (This course will meet the needs of the honors diplomas)

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| HONORS WORLD HISTORY IA | 9 | 1 | 8 th Grade US History grade of A/B and Teacher recommendation |
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| HONORS WORLD HISTORY IB | 9 | 1 | Honors World History 1A |
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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 complete work to expand critical thinking and writing abilities while broadening their knowledge base of the subject.

TOPICS IN SOCIAL SCIENCE

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| CRIMINAL JUSTICE | 10, 11, 12 | 1 | None |
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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.

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| COMPARATIVE RELIGIONS | 10, 11, 12 | 1 | None |
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This course seeks and 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.

| Courses | Grade | Credit | Prerequisite |
|----------------------------------|--------------|---------------|---------------------|
| CURRENT ISSUES AND EVENTS | 10, 11, 12 | 1 | None |

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.

SPECIAL EDUCATION

Lee Reed, Chairperson

Special education refers to specially designed instruction to meet a student's unique needs. Eligibility for special education is determined by case conference committee based on criteria specified in both federal and state law. Students found eligible for special education services may receive those services under a variety of special options, ranging from full-time general education courses to full-time special educational services. The underlying principle of the placement recommendation is to place the students in the least restrictive environment required to meet the goals contained in the student's individual educational program (IEP). Special education students must meet state requirements, including successful completion of the Graduation Qualifying exam or end of course exams for the class of 2012 and beyond, to receive a high school diploma.

Students receiving a certificate of completion would enroll in the certificate/credit Work Related course of study.

| Courses | Grade | Credit | Prerequisite |
|-----------------------|--------------|---------------|---------------------|
| PRE-VOCATIONAL | 9, 10 | 1 | IEP |

This course is designed for students who need very structured work environments and will most likely require close supervision by a job coach or 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.

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| VOCATIONAL I | 10-11 | 2 | IEP |
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This course is designed to provide for career exploration in a variety of fields. The students will be job shadowing adults at several locations. Same time is spent in the classroom improving skills that address transferring personal information to applications, completing resumes, participating in mock interviews, improving personal hygiene and receiving basic introduction to a variety of careers. 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.

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| VOCATIONAL II | 11-12 | 2 | IEP, Vocational I |
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This course is designed to increase the Vocational I experience. Students will gain hands on work experience without the pressure of a paid position. Students will be given the opportunity to develop skills that will increase their independence in adulthood. Students will learn how to complete work tasks at a more independent level. Amount of job coaching or supervision will be determined at a case conference. Work experience will be completed in the community. Students will attend class one day a week where they continue working on the skills needed to obtain and retain competitive employment.

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| VOCATIONAL III | 12-Adult | 2 | IEP, Vocational II |
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This course is designed to increase the Vocational II experience. Students will increase their skills in preparing for a paid work experience. When students are able to gain paid employment supervision and guidance is provided as they work in their paid position. The supervisor works with the student and employer to deal with any problems or concerns. Students will develop skills on how to access transportation to their job and home. Transitioning to adult service agencies will begin. Students will attend class one day a week.

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| HEALTH – WR | 9, 10, 11, 12 | 1 | IEP |
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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. Offered only one trimester.

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| SCIENCE – WR | 9, 10, 11, 12 | 1 | IEP |
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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. Offered only one trimester.

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| SOCIAL STUDIES – WR | 9, 10, 11, 12 | 1 | IEP |
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This course is designed to give the student an overview of government, economics, 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. Offered only one trimester.

| Courses | Grade | Credit | Prerequisite |
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| INDEPENDENT LIVING – WR | 9, 10, 11, 12 | Flex | IEP |
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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. 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. Students will learn about community activities and community resources and how to access them. Students will also do a variety of physical education and leisure activities to broaden and develop physical and social skills. 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.

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| APPLIED ACADEMICS – WR | 9, 10, 11, 12 | 1 | IEP |
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This course is designed to increase student's communication and mathematical skills needed for work and everyday living. Individualized educational plans (IEP) are written for each student to progress at their own rate. Emphasis will be on increasing reading, writing, speaking, listening, finding information and following directions in English. The emphasis in math will be on basic math computation, money, telling time, use of a calendar, measurement and use of a calculator.

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| PERSONAL SOCIAL – WR | 9, 10, 11 | 1 | IEP |
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This course is designed to help assist students with their social skills and increase their independence. Students will increase skills needed to attend to the environment to express needs and desires and how to respond appropriately to failures and successes. Students will increase skills needed to follow directions, knowledge of personal information, personal hygiene, dressing, and how to care for themselves when ill.

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| ADULT LIFE SKILLS TRANSITION | After Graduation with Certificate | Flex | IEP |
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This class is designed for those students who have earned a Certificate of Completion, yet would still like to continue to work on transition life skills. The program focuses on activities that teach students the skills they need to live, work, and recreate in the community. The young adults participating in this program are encouraged to participate in as many work and community activities as the schedule will allow. The students are also working toward permanent job placement to transition in from school. A major focus will be on connecting and transitioning with adult service providers that will allow for continued support after high school.

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| BSD English Foundation Class | 9, 10, 11, 12 | | |
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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. The class is offered to students in 9th, 10th, 11th, and 12th grade. The course is offered every trimester.

WORLD LANGUAGE
Karrienne Polk-Meek, Chairperson

SPANISH

| Courses | Grade | Credit | Prerequisite |
|----------------------------|---------------|---------------|---------------------|
| SPANISH IA & IB | 9, 10, 11, 12 | 1 | None |

At the completion of Spanish I, 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 IIIA with teacher recommendation. However, credit for Spanish IIA & B will not be given.

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| SPANISH IIA & IIB | 9, 10, 11, 12 | 1 | Spanish IA & IB |
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At the completion of Spanish II, 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.

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| SPANISH IIIA & IIIB | 10, 11, 12 | 1 | C+ in Spanish IIA & IIB or Teacher recommendation |
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At the completion of Spanish III, 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 literacy 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 IIIB.

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| AP SPANISH | 12 | 1 | C in Spanish IIIA & IIIB Teacher Recommendation |
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Students enrolled in AP Spanish will be able to initiate and speak about current or past events that are significant in Hispanic cultures; develop and 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. Students will listen to current Hispanic music; learn about history, literature, and civilizations from the past. Students will gain a general knowledge of Hispanic art, artists and the periods in which they painted. Spanish will be spoken exclusively in the class. A student who has completed Spanish IIIB may advance to AP Spanish with teacher approval; however, credit will not be given for Spanish IV.

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| AP SPANISH SEMINAR | 12 | 1 | C in AP Spanish AP Spanish A & B |
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Spanish will be used in class for communication to express ideas with accuracy and fluency. Extensive practice will be completed in the areas of listening, speaking, reading comprehension, grammar, and composition to prepare for the Advanced Placement College Board examination administered in the spring.

| Courses | Grade | Credit | Prerequisite |
|---------|-------|--------|--------------|
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FRENCH

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|---------------------------|---------------|---|------|
| FRENCH IA & IB | 9, 10, 11, 12 | 1 | None |
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At the completion of French I, 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 IB.

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| FRENCH IIA & IIB | 9, 10, 11, 12 | 1 | French IA & IB |
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At the completion of French II, 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.

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| FRENCH IIIA & IIIB | 10, 11, 12 | 1 | French IIA & IIB |
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At the completion of French III, 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.

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| FRENCH IVA & IVB | 11, 12 | 1 | French IIIA & IIIB |
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Students taking French IV 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 IIB may advance to French IV with teacher approval; however, credit will not be given for French III.

CHINESE

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|---------------------------|---------------|---|------|
| CHINESE IA& 1B | 9, 10, 11, 12 | 1 | None |
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Chinese I, a course based on *Indiana's Academic Standards for World Languages*, introduces students to effective strategies for beginning Chinese language learning, and to various aspects of Chinese-speaking culture. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations on familiar topics, and write simple sentences using characters. This course also emphasizes the development of reading and listening comprehension skills, such as recognizing letters and sounds of familiar words and comprehending brief oral directions. Additionally, students will examine the practices, products and perspectives of Chinese-speaking culture; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding Chinese language and culture outside of the classroom.

| Courses | Grade | Credit | Prerequisite |
|------------------------------|------------|--------|-----------------|
| CHINESE IIA & IIB | 10, 11, 12 | 1 | Chinese IA & IB |

Chinese II, a course based on *Indiana's Academic Standards for World Languages*, builds upon effective strategies for Chinese language learning by encouraging the use of the language and cultural understanding for self-directed purposes. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to requests and questions in expanded contexts, participate independently in brief conversations on familiar topics, and write sentences and descriptions using characters. This course also emphasizes the development of reading and listening comprehension skills, such as using contextual clues to guess meaning and recognizing words and characters through stroke order and stroke count. Students will address the presentational mode by presenting prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation. Additionally, students will describe the practices, products and perspectives of Chinese-speaking culture; report on basic family and social practices of the target culture; and describe contributions from the target culture. This course further emphasizes making connections across content areas and the application of understanding Chinese language and culture outside of the classroom.

Richmond High School - Curriculum Plan Class _____

Name: _____ ID #: _____

Address: _____ Phone #: _____

Adult: _____

Diploma Type: Core 40 Core 40/Tech Hon Core 40/Acad Hon General Certificate

9th Grade

10th Grade

11th Grade

12th Grade

Summer _____

Summer _____

Summer _____

Summer _____

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Alternates _____

Alternates _____

Alternates _____

Alternates _____

Parents: Please give thoughtful consideration, with your student, to these class requests. Class requests cannot be changed at the beginning of school next fall. I approve of these class requests.

Parent Signature _____ Date _____