

LANESVILLE JUNIOR/SENIOR HIGH SCHOOL
Requirements for graduation differ based upon when a student enters high school.

ACADEMIC HANDBOOK
with
COURSE DESCRIPTIONS



Revised and Adopted by the School Board

February 18, 2008

February 16, 2009

All information in this handbook is accurate on the date published and subject to change.

**LANESVILLE COMMUNITY SCHOOL CORPORATION
MISSION STATEMENT**

The Lanesville Community School Corporation believes the ability to learn exists in all people. Maximizing that ability or potential is the fundamental responsibility of the Board and Staff, with participation of students, involvement of parents and support of the community. The learning environment should be creative, safe, nurturing, challenging, and also instill in students a desire to become lifelong learners and contributing members of a democratic society.

METHODS OF INSTRUCTION

The methods of implementing the mission statement are self-discovery, lecturing, student-teacher conferences, problem solving, class discussion, testing, or any other means, which will aid the student in his/her learning experiences. Testing, technology, portfolios, cross-curricular education, team teaching, distance learning, participatory management, close linkages with school and community, and favorable student to teacher ratio are representative methods used.

**GOALS AND OBJECTIVES OF LANESVILLE JUNIOR/SENIOR
HIGH SCHOOL**

- To teach each student to work independently and to his/her individual capacity using various techniques of teaching.
- To provide opportunity to learn to work with others within a group.
- To teach listening and evaluation by the lecture method.
- To provide staff, equipment, and curriculum necessary for youth to exercise their interest in seeking knowledge and skill and to provide motivation when necessary.
- To provide the opportunity for development of worthy use of leisure time, in order to develop the “whole” individual.

ACADEMIC AWARDS

Students enrolled at Lanesville High School have the opportunity to receive an academic award for each semester a 3.00 GPA is attained. The awards ceremony takes place each spring.

- A student must maintain a grade point average of 3.0 or better for at least one semester to receive an award.
- A student must be enrolled in at least five (5) classes.
- A transfer student must have been enrolled in Lanesville High School for at least one (1) complete nine weeks of the semester to qualify for the award.
- Students receiving the Academic Awards will have their dinner provided.
- Students who have served on countywide or statewide committees, or have been awarded honors not recognized on Senior Honors/Awards Night will have their meal provided and they will be recognized for their individual honors with a certificate. (Examples of this would include: Youth Summit Participants, Courier-Journal Opinion Board, Student Announcers, etc. Also included would be participants in extracurricular activities that do not receive recognition at any other function.) The following awards are given:

One semester:	Certificate
Two semesters:	Certificate with seal
Three semesters:	Excellence pin
Four semesters:	Eagle key chain
Five semesters:	Eagle framed picture
Six semesters:	Medallion
Seven semesters:	Plaque

Carl Uessler Academic Awards

The Uessler Academic Awards will be given to the top ten (10) percent of each graduating class. The awards will be presented on Senior Honors Night.

ADVANCED PLACEMENT EXAMS

Students at Lanesville High School may take the AP exam in Art History, Calculus, Chemistry, English, French, and Spanish. Testing fees for the math and science courses are covered by the State of Indiana. Students scoring a 3 or above on the test can be given college credit for as much as two semesters of a subject in college. It is important to check with individual colleges to research their policies on “testing out” and getting college credit as a result of taking the AP tests. These exams require a high degree of understanding and therefore are quite challenging. However, the benefits greatly outweigh any negatives. Many colleges will forego their individual placement exams for students who have taken the AP exam. Any college credit earned from taking the exam is absolutely free to the student. For more information contact the Counselor.

ATHLETIC ELIGIBILITY

The IHSAA has set up rules for athletic eligibility pertaining to grades, enrollment, residency, amateur standing, marriage, age, undue influence, etc. The principal must sign all eligibility certifications. Academically, in order to participate in any interscholastic sport, a student must have passed at least six (6) solid subjects for each grading period. PE counts as one of the six subjects. Teachers Aide does NOT count as one of the six. Athletic eligibility is determined as of 3:00 PM on Wednesday following the close of each grading period. Coaches may check progress of students by talking to teachers, issuing periodic grade checks and checking progress reports. It is the policy of the athletic department to work closely with the academic progress of each participant. Students with failing grades may attend practices during periods of ineligibility at the coach's discretion. For complete information see the Student Handbook/Athletic Handbook. Athletic eligibility after high school is determined by the NCAA Clearinghouse, information may be located at ncaa.org.

CADET PROGRAM

The Cadet Program is designed to provide assistance to teachers and administration in the form of student helpers. Students must be enrolled in a study hall and must apply to become cadets. Teachers must apply to receive a cadet assignment.

Guidelines

- Students must earn a "C-" average in all classes per nine weeks.
- No student will be allowed to serve more than one period.
- Students with disciplinary referrals can be pulled from the program.
- Students are to remain in the assigned area the entire period unless sent on errands by adults.
- Applicants for the program need to be honest, hardworking, cooperative, dependable, respectful, punctual, and well disciplined.
- Cadets should not be dismissed early to lunch or afternoon dismissal FOR ANY REASON.
- Cadets will remain with the assigned teacher, even if their duties are completed for that day.

Process

- Teachers will complete the application for a Cadet and return it to the Study Hall monitor.
- Students will complete the application to be a Cadet and return it to the Study Hall monitor.
- Cadets will be assigned on a probationary basis. Teachers who experience difficulty with a cadet should notify the Study Hall monitor immediately.
- The process for application will be repeated at the beginning of each grading period, if needed.

COLLEGE VISITS

Seniors are allowed two (2) college visits during the first semester, juniors are allowed two (2) college visits during the second semester. The Guidance Counselor must approve the visits at least TWO days PRIOR to the visit. Students who visit colleges are required to get written verification from the admissions officer of the college stating that the student did visit the college. Colleges listed in the metro area, i.e. University of Louisville, Indiana University Southeast, Spencerian, and others shall be visited only for one-half the day. If the student complies with the above regulations, the day will count in the official attendance, but WILL NOT count in the five-day limit of absences per nine weeks. Visitation days are designed for visiting. If a student chooses to take placement exams, or college entrance exams on school days, instead of the normal weekend dates, those days will count in the total absences for the nine-weeks. Further college visits will be allowed upon the presentation of an acceptance letter to the Guidance Counselor. The student must then secure a signed document from the college stating the student was present on the date of the visit. Those absences will be counted as excused and will count in the total absences for the nine-weeks. The administration/counselor reserves the right to deny a college visit request when both days are requested within the same week and when school activities may conflict with the visits in such a way that the student would be absent from classes more than two times during a week.

CORRESPONDENCE COURSE (OFF SITE AND/OR OFF SITE-INTERNET)

Correspondence courses may be taken if a student needs the credit to graduate. After the student has attempted to make up the credit, during the regular school year AND IN SUMMER SCHOOL if the course cannot be scheduled into the student's academic schedule, then the principal and the guidance counselor may give approval for a correspondence course. Students will not be allowed to earn over (1/2) one-half of the required graduation credits in any subject from correspondence courses. Students may also take correspondence courses for subjects that are not currently offered by Lanesville High School. It must be stated, however, that the experience gained in a correspondence course can never match that of the classroom where a licensed teacher is teaching the subject matter.

CREDITS EARNED

Classification of each student, according to grade level, will occur prior to the first student day of each school year. All newly enrolled students will be classified upon entering Lanesville High School. A classification review may occur at the request of the student/parent to the Counselor, at the beginning of second semester. Students classified as freshmen, sophomores, juniors, or seniors may only participate in the activities of the designated class. The number of years in attendance does not qualify a student for a certain class status. Only credits will determine class designations.

Freshman	0 credits
Sophomore	10 credits and at least one (1) year of high school completed
Junior	18 credits and at least two (2) years of high school completed
Senior	28 credits and at least three (3) years of high school completed

DIPLOMA REQUIREMENTS

Diploma types and requirements are explained on the following pages. Pay careful attention to the information that applies to each graduating class (Class of 2010, 2011 and beyond). The State of Indiana may change which subjects will be required for diplomas, at that time we will adjust our policy. Local requirements include 2 additional courses for all diplomas for a minimum of 42 credits.

Because the Lanesville grading scale includes a grade of C-, students must be aware that a grade of C- is **not** allowed for courses counting toward required Academic Honors Diploma credits.

For purposes of obtaining an Academic Honors Diploma, the required grade point average of B is equal to a 3.0.

DUAL CREDIT COURSES (COLLEGE)

Under special circumstances, seniors who qualify to attend a dual-credit course (credit from both a university and our high school-not double credit) through a post-secondary institution may do so if the Lanesville administration feels a student will experience a high level of success in the college level course and has shown significant accomplishment in their high school course work. For consideration:

- A student must be in good standing to meet the State high school graduation requirements, and have at least a 3.0 GPA at Lanesville High School.
- To return the second semester, the student must have at least a 3.0 GPA for the course work taken at the university and at Lanesville High School. Otherwise, the student needs to work to their best potential to achieve the highest possible GPA in their undergraduate course work at the high school.
- The class at the university cannot conflict with the student's daily class schedule at Lanesville.
- Parents assume all responsibility of tuition fees and costs for the college course, transportation costs, and liability of the transportation.
- The principal must give final approval of this request.
- Grades earned for dual credit will count toward the students cumulative GPA.

EARLY GRADUATION

Students may elect to graduate from Lanesville High School as a JUNIOR, if the following requirements are met, pursuant to IC 20-1-1-6. A school corporation may, under procedures adopted by the governing body, waive the seven (7) semester requirement if:

- Failure to waive the requirement would effectively prevent the student from graduating from high school; or
- The student likely would have qualified for a gifted and talented education programs waiver had it been available, and;
 - A. The waiver is for the purpose of enrolling in an accredited post secondary educational institution, and the student has been accepted for enrollment; or
 - B. The waiver is for the purpose of furthering the student's education through military enlistment and the student has an enlistment contract that contains an educational component.
- Students with poor attendance, i.e. those students who consistently have to make up time for absences, will not be allowed to elect this early graduation option.
- Students who elect this option must have an overall 3.0 GPA.
- Student is not enrolled at Prosser School of Technology.
- The decision of a high school to deny a request for a waiver may be appealed to the superintendent and a decision of the superintendent to deny a request for a waiver may be appealed to the governing body of the School Corporation. Students wishing to graduate early, or at the seventh semester, must acquire approval from the principal and the guidance counselor prior to the year of anticipated graduation. Students wishing to be approved for early graduation must be enrolled in the college preparation course of study at Lanesville High School. If a student elects and is approved to graduate as a junior, that student will be classified as a junior and will be allowed to participate in junior activities only (with the exception of graduation). A student who is approved to graduate as a junior will not be included in the class standing of either the junior or senior class and will not be eligible to attain valedictorian or salutatorian status.

FOREIGN EXCHANGE STUDENT PROGRAM

Foreign Exchange students are welcomed at Lanesville High School provided they are a part of a nationally recognized exchange program, have reached the grade level equivalent of a senior, and that program has initiated the enrollment. Foreign Exchange students must be attending classes no later than the tenth (10) day of school. Foreign Exchange students, who have completed the requirements of the State of Indiana in terms of graduation including successfully completing the Graduation Qualifying Exam requirement, will be given a diploma from Lanesville High School. Those Foreign Exchange students who do not meet the graduation requirements will be allowed to participate in the graduation exercises, but will be given only a participation certificate and will be recognized at the end of the graduating class.

GRADING SCALE

The grading scale at Lanesville Junior/Senior High School with regards to computing the cumulative grade point average is as follows:

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

A school wide classroom grading scale is followed at Lanesville Junior-Senior High School.

A+	99.5	C+	77.0
A	93.0	C	73.0
A-	90.0	C-	70.0
B+	87.0	D+	67.0
B	83.0	D	63.0
B-	80.0	D-	60.0
		F	59.0

GRADUATION

Students need a minimum of 42 credits to graduate from Lanesville High School. Students must have attended high school for at least seven (7) semesters to qualify for graduation. Seniors may be allowed to graduate at the end of the first semester of the senior year providing all requirements have been met. A student WILL NOT be allowed to enroll or continue a course unless he/she physically attends class on a daily basis. Permission WILL NOT be given to take any class where it is not possible to attend that class regularly. Permission may be given to take a needed class by correspondence. Students WILL NOT be excused from attending class because of employment.

GRADUATION/DIPLOMA/CERTIFICATE POLICY

Diploma

Shall be granted and awarded during commencement ceremonies to all students who meet all of the following criteria:

1. State minimum graduation course requirements found in 511 IAC 6-7-6;
2. Local graduation requirements;
3. The Graduation Qualifying Examination (GQE) requirement. See IC 20-10. 1-16-13 and 511 IAC 5-3-2 for the four ways to satisfy the GQE requirement.

Certificate of Completion

Pursuant to S11 IAC 7-13-3, this document shall be awarded to students who do not earn a diploma but who complete the public school educational program prescribed in the student's Individualized Educational Program (IEP). The student shall participate in graduation exercises.

Certificate of Attendance

Given, at commencement ceremonies, to Foreign Exchange students who do not qualify for a diploma or Certificate of Achievement.

- Recipients of the Academic Honors Diploma and the Core 40 diploma will have that title read after their name at commencement ceremonies. This is also true of the Certificate of Attendance. Approved by School Board on 2/9/2000.

GRADUATION CEREMONIES

The following requirements are for participation in the graduation ceremonies at Lanesville High School. Those ceremonies include Senior Night, Honors Night and Commencement. Students not wishing to comply with these requirements may pick up their diplomas from the office the week after school is out. No exceptions will be made. Participation in the ceremonies at Lanesville High School is a privilege. Only seniors actually graduating (having passed all required courses) will be allowed to participate in the commencement ceremonies (exception: Foreign Exchange students).

What to wear for Honors Night

Students participating in the honors ceremony are expected to dress accordingly. This is a “dress up” occasion. Young women should give consideration to the fact that they must climb a few stairs to get to the podium and shorter skirts are not appropriate. Young men need to wear a dress shirt, dress pants, and a tie. Suit coats are optional. Denim jeans (regardless of color), sandals, and casual clothes are not appropriate for this evening.

What to wear for Commencement

Males— white or light colored shirt with a collar and a tie
long dark dress pants (NO JEANS)
dress shoes (NO SANDALS, FLIP-FLOPS, OR SLIDE-ONS)

Females— white or light colored dress
dress shoes (NO FLIP-FLOPS, SLIDE-ONS, OR CASUAL SHOES)

Mortarboards are to be worn correctly with the top being flat and not on an angle. No writing or decoration on the gown or mortarboard will be allowed.

Speeches

All speeches will be written prior to graduation and approved by the principal or his/her designee. Grammar and content advice will be given to the participants.

Valedictorian (Ranked 1st in class): Commencement
Salutatorian (Ranked 2nd in class): Commencement
Historian (Ranked 3rd in class): Honors Night
Senior Class President: Welcome for Commencement

Celebrations

Students are understandably excited about graduating. Whatever form of celebration is chosen during any of the graduation ceremonies, students are reminded that clean up is their responsibility. Diplomas will not be released until all “indicators of celebration” are removed.

Valedictorian/Salutatorian/Historian

Cumulative grade point averages (GPA) will determine the selection of Valedictorian (being the highest), Salutatorian (being the second), and Historian (being the third). The third nine weeks grades of the senior year will be added to the cumulative GPA to determine rankings. GPA will be carried out to the hundredth decimal place. Beginning with the class of 2004, and ending with the class of 2011, to ensure fairness, no ties will be acknowledged unless the GPA is exactly the same value. To prevent the likelihood of a tie, GPA will be carried out to the thousandth place value. If a tie exists at this point, at any level, those students will share the honor of that level (e. g. Co-Valedictorians, Co-Salutatorians, or Co-Historian). The next student will then be assigned the title accordingly. Beginning with the class of 2012, GPA will be carried out to five (5) decimal places, equal to the hundred thousandths place, which is equal to STI ranks.

GRADUATION QUALIFYING EXAM

Meeting the GQE requirement (Classes of 2010, and 2011)

The GQE requirement can be met in four ways:

1. Pass the Mathematics and English/Language Arts portion of the ISTEP+/GQE; or
2. Fulfilling the requirement for the Core 40 Waiver (until July 1, 2011); or
3. Fulfilling the requirements for a GQE “Evidence-based” Waiver (see below); or
4. Fulfilling the requirement for a GQE “Work-readiness” Waiver (see below).

GQE “Evidence-based” Waiver

- Take the GQE at least one time your sophomore, junior, and senior years.
- Complete any extra help sessions offered each year to prepare for the GQE retests (this includes Intersession).
- Maintain a school attendance rate of 95 percent or better (with excused absences not counting against the student), over the course of your high school career.
- Have a "C" average in the courses required for graduation, over the course of your high school career.

- Satisfy any other state and local graduation requirements; and
- Obtain a written recommendation from a teacher of the student in each subject area in which the student has not achieved a passing score on the graduation examination. The written recommendation must be concurred by the principal of the student's school and be supported by documentation that the student has attained the academic standard in the subject area based on:
 - (A) tests other than the graduation examination; or
 - (B) classroom work.

GQE “Work-readiness” Waiver:

- Take the GQE at least one time your sophomore, junior, and senior years.
- Complete any extra help sessions offered each year to prepare for the GQE retests (this includes Intersession).
- Maintain a school attendance rate of 95 percent or better (with excused absences not counting against the student), over the course of your high school career.
- Have a "C" average in the courses required for graduation, over the course of your high school career.
- Satisfy any other state and local graduation requirements.
- Complete the course and credit requirements for a general diploma, including the career academic sequence; a workforce readiness assessment; and, at least one career exploration internship, cooperative education, or workforce credential recommended by the student's school.

Meeting the GQE requirement (Classes of 2012 and Beyond)

The Class of 2012 (students who enter high school in 2008-09), will be the first group of students under “new” GQE requirements. Students will take End of Course Exams (ECAs) in Algebra I and English 10, and will be required to earn a “passing” score on each exam. Students will also be required to “participate” in the ECA for Biology I. Additional information will be provided to students and to parents as it becomes available from the Department of Education (DOE). The DOE maintains a website with answers to Frequently Asked Questions (FAQs). www.doe.state.in.us

HONOR ROLL

Students are placed on the Honor Roll for receiving no grade lower than a B. Students can achieve the “High Honor Roll” for receiving all A's. The A-B Honor Roll recognizes students who have received all A's and B's on their report cards.

INCENTIVE PROGRAMS

Renaissance Program

The Renaissance program is a recognition and incentive program with three major goals:

- To focus on and emphasize academic excellence
- To recognize and celebrate student academic achievement
- To recognize and celebrate staff achievement

Renaissance is a process, a comprehensive change in attitude, and an entirely new way of thinking that brings academic achievement to the forefront in schools.

The power of Renaissance is teachers have the right to teach and students have the right to learn. Renaissance Success Cards are an opportunity for every student to be recognized for achievements. Discounts at businesses, T-shirts, monthly give-aways are just a few rewards for positive behavior. Students can also receive “Gotcha Cards” from teachers. These are given out when students do something “above and beyond” what is expected. Gotcha Cards can be turned in to the Counselor for things like a “Front of the Line” pass, “Tardy” pass, “Homework” pass, etc.

INCOMPLETES

An “I” or incomplete will be given if a predetermined amount of work is not completed during a grading period. After a period of two weeks, the incomplete must be replaced by the grade earned. If a student has not made up the work, and an extenuating circumstance does not exist (such as, but not limited to hospital stay, severe illness, doctors statement) the grade will become an “F” for the classes that have incomplete work.

INDEPENDENT STUDY

Independent Study is granted only to those students whose schedules cannot accommodate a required subject. Independent Study permission is granted only with the full knowledge and approval of the instructor. If Independent Study is requested, it must be understood that the student must take the responsibility to do work assigned.

NATIONAL HONOR SOCIETY

Lanesville High School has a local chapter of the National Honor Society (NHS). The NHS is a national organization based on four ideals: Scholarship, Leadership, Service, and Character. The purpose of National Honor Society is to create enthusiasm for scholarship, to stimulate a desire to render service, to promote leadership, and to develop character in high school students. The Lanesville Chapter of the National Honor Society strives to recognize students who demonstrate outstanding achievement in the areas of academics, leadership, service, and character within and outside the school.

Membership consideration is open to any sophomore, junior, and senior who has attended Lanesville High School for at least one semester and has maintained a 3.0 GPA on a 4.0 scale. National Honor Society inductions are held each year during the spring semester. Students who wish to be considered for membership must complete the application process by January 31st each year. Membership determination will be finalized by the end of February. A student who was a member of the National Honor Society at another school automatically becomes a member of the Lanesville chapter of the NHS upon enrollment at Lanesville High School.

NON-DISCRIMINATION

It is the policy of the Lanesville Community School Corporation not to discriminate against or to violate the civil rights of any student, employee, or group on the basis of race, color, sex, age, national origin or handicap. Such acts are regulated by Title VI of the Civil Rights Acts of 1964, Title IX of the Educational Amendment of 1972, and Section 504 of the Rehabilitation Act of 1973 and the implementing of department regulations. Inquiries concerning the application of the aforementioned regulations may be sent to the superintendent who has been designated as Compliance Official or to the Director of the Office of Civil Rights, Department of HEW, Washington, D. C.

REPORT CARDS

Lanesville Junior/Senior High School is on a nine-week grading system. Parents are encouraged to inquire as to grade status at any time during the school year by contacting the teacher, the school office, or both. Please activate the electronic voice mail system to request information. Progress reports will be sent to the parent/guardian at midpoint during a grading period for all students. At the end of each nine-week grading period, a report card will be issued to each student.

SCHEDULE

Students are assigned to classes after course sign-ups are held. No subject may be dropped except in the most unusual circumstances. All scheduling change requests must be made to the counselor by the parent in writing, within the first two (2) weeks of each semester. No schedule changes will be made at the mid-semester point. **IF A SUBJECT IS DROPPED, ANOTHER SUBJECT MUST BE PICKED UP**, if at all possible. No schedule changes will be made at the mid-semester point unless the request comes from the teacher.

In most cases, only one (1) study hall or cadet/staff aide period is allowed per day. Otherwise, students **MUST** be enrolled in, attend and study a subject during the assigned period. If a parent insists upon their child dropping a class, against the advice of the administration and counselor, documentation of that dissenting opinion will be placed in the student's academic file.

STUDENT RECORDS: FAMILY EDUCATIONAL RIGHTS AND PRIVACY ACT

The Family Educational Rights and Privacy Act (FERPA) affords parents and students over 18 years of age ("eligible students") certain rights with respect to the student's education records. These rights are:

- The right to inspect and review the student's education records within 45 days of the day the School receives a request for access. Parents or eligible students should submit to the School Principal or Counselor a written request that identifies the record they wish to inspect. The School official will make arrangements for access and notify the parent or eligible student of the time and place where the records may be inspected.
- The right to request the amendment of the student's education records that the parent or eligible student believes are inaccurate or misleading. They should write the School Principal, clearly identify the part of the record they want changed, and specify why it is inaccurate or misleading. If the School decides not to amend the record as requested by the parent or eligible student, the School will notify the parent or eligible student of the decision and advise them of their right to a hearing regarding the request for amendment. Additional information regarding the hearing procedures will be provided to the parent or eligible student when notified of the right to a hearing.
- The right to consent to disclosures of personally identifiable information contained in the student's education records, except to the extent that FERPA authorizes disclosure without consent. One exception, which permits disclosure without consent, is disclosure to school officials with legitimate educational interests. A school official is a person employed by the School as an administrator, supervisor, instructor, or support staff member (including health or medical staff and law enforcement unit person-

nel); a person serving on the School Board; a person or company with whom the School has contracted to perform a special task (such as an attorney, auditor, medical consultant, or therapist); or a parent or student serving on an official committee, such as a disciplinary or grievance committee, or assisting another school official in performing his/her tasks. A school official has a legitimate educational interest if the official needs to review an education record in order to fulfill his/her professional responsibility. Upon request, the School discloses education records without consent to officials of another school district in which a student seeks or intends to enroll.

- The right to file a complaint with the U.S. Department of Education concerning alleged failures by the School to comply with the requirements of FERPA. The name and address of the Office that administers FERPA are: Family Policy Compliance Office, U.S. Department of Education, 400 Maryland Avenue, SW, Washington, DC 20202-4605.

TUTORING

Students have opportunities to receive tutoring at school. The At-Risk Tutoring Program identifies students who may be having difficulties in school in math and provides tutoring after school on certain days. The At-Risk coordinator is the director of this program. The Study Hall Tutoring Program allows students in study hall to request and receive a tutor in any subject. Those students must make application to the program through the Study Hall Supervisor and comply with all rules. The Success Center is available one day a week after school to provide students with extra help/time.

COURSE DESCRIPTIONS

AGRICULTURAL EDUCATION

Fundamentals of Agriculture

2 semesters/2 credits

Grades 9, 10

Pre-requisite: None

Elective credit

Fundamentals of Agriculture Science and Business is a year long course that is highly recommended as a pre-requisite and foundation for all other agricultural classes. The nature of this course is to provide students with an introduction to the fundamentals of agriculture science and business. Topics covered include: animal science, plant and soil science, food science, horticultural science, farm and agribusiness management, landscape management, natural resources management, agriculture mechanization, and supervised agricultural experience which includes units on career and leadership development. An activity and project based approach is used along with team building to enhance the effectiveness of the student learning activities.

This course could be considered a component of meeting a science requirement. The class is recommended to be taken in grade 9, but could be taken at a higher grade to satisfy a science credit for a general diploma track.

Horticulture Science

2 semesters/2 credits

Grades 10, 11, 12

Pre-requisite: None

Elective credit

Horticulture Science is a year long course designed to give students a background in the field of horticulture and its many career opportunities. It addresses the biology and technology involved in the production, processing, and marketing of horticultural plants and products. Topics covered include: reproduction and propagation of plants, woody and nursery stock, fruit, nut, and vegetable production, and pest management. Students participate in a variety of activities including extensive laboratory work usually in a school greenhouse.

This class may fulfill two credits of a science requirement for a general diploma track.

Natural Resource Management

2 semesters/2 credits

Grades 10, 11, 12

Pre-requisite: None

Elective credit

This course is a year long program that provides students with a background in natural resource management. Students are introduced to career opportunities in natural resource management and related industries, the history of the forest industry and forest policy, the importance and uses of forest plants, factors that influence the development of forests, forest improvement and best management practices, proper care and use of forest tools and equipment, effects of management practices on the environment, soil conservation practices, water and its importance to natural resource management, hazardous waste management, native wildlife, waterfowl, fish, wetlands and pond management, surveying and map use, management of recreational areas, outdoor safety, and weather. "Hands-on" learning activities encourage students to investigate areas of environmental concern including: identification and management of ecosystems, management of waste, chemicals and the environment, soil conservation, land uses, regulations, and ordinances, water quality, and air quality.

Agribusiness Management

2 semesters/2 credits

Grades 10, 11, 12

**Pre-requisite: Fundamentals of Agriculture
or Permission of Teacher**

Elective credit

Agribusiness Management is a year long course that presents the concepts necessary for managing an agriculture-related business from a local and global perspective. Concepts covered in the course include: exploring careers in agribusiness, global visioning, applying E-commerce, risk management, understanding business management and structures, entrepreneurship, the planning, organizing, financing, and operation of an agribusiness, economic principles, credit, computerized record keeping, budgeting, fundamentals of cash flow, federal, state, property and sales tax, insurance, cooperatives, purchasing, the utilization of information technology in agribusiness, marketing agricultural products, developing a marketing plan, advertising and selling products and services, understanding consumers and buying trends, agricultural law applications and employability skills.

Plant and Soil Science
Grades 10, 11, 12
Elective credit

2 semesters/2 credits
Pre-requisite: None

Plant and Soil Science is a year long course that provides students with opportunities to participate in a variety of activities including laboratory work. Topics covered include: the taxonomy of plants, the various plant components and their functions, plant growth, plant reproduction and propagation, photosynthesis and respiration, environmental factors affecting plant growth, integrated pest management plants and their management, biotechnology, the basic components and types of soil, calculation of fertilizer application rates and procedures for application, soil tillage and conservation, irrigation and drainage, land measurement, grain and forage quality, cropping systems, precision agriculture, principles and benefits of global positioning systems and new technologies, harvesting, and career opportunities in the field of plant and soil science.

This course may fulfill up to two credits of the minimum science requirements for graduation for a general diploma track.

Advanced Life Science, Animals
Grades 10, 11, 12
Elective credit/Science Credit

2 semesters/2 credits
Pre-requisite: None

Advanced Life Science, Animals, is a standards-based, interdisciplinary science course that integrates biology, chemistry, and microbiology in an agricultural context. Students enrolled in this course formulate, design and carry out animal-based laboratory and field investigations as an essential course component. Students investigate key concepts that enable them to understand animal growth, development and physiology as it pertains to agricultural science. This course stresses the unifying themes of both biology and chemistry as students work with concepts associated with animal taxonomy, life at the cellular level, organ systems, genetics, evolution, ecology, and historical and current issues in animal agriculture. Students completing this course will be able to apply the principles of scientific inquiry to solve problems related to biology and chemistry in highly advanced agricultural applications of animal development.

This course fulfills two Core 40 life science credits for graduation, AHD.

ENGLISH/LANGUAGE ARTS

English 9
Grades 9, 10, 11, 12
Required credit

2 semesters/2 credits
Pre-requisite: None

This course is designed to help students learn a fundamental knowledge of English grammar and accepted English usage. This is achieved by studying traditional grammar and these mechanics of writing: capitalization, punctuation and spelling. Students will also be developing paragraphs by using examples and writing a variety of essay papers.

Further work is designed to help the student acquire a foundation for understanding the different genres of literature, i.e. short story, drama, poetry, etc. The study of *Romeo and Juliet* is required. It provides practice in developing vocabulary, composition and situations to best strengthen listening, reading, writing, thinking and speaking skills. In-class presentations are required. Students will also read the novel, *Where the Red Fern Grows* and be expected to summarize and comprehend this fictional book. The second semester the students produce and publish a class newspaper. This will be a monthly project.

English 10
Grades 10, 11, 12
Required credit

2 semester/2 credits
Pre-requisite: English 9

This is a two-semester course in which students will read a variety of selections and express themselves in many different forms. Students will explore a chosen career with a guided research project. The writing process, effective sentence structure, paragraph development, and peer evaluation are emphasized. Creative and original writings are expected. Effective oral communication is also a part of this class. Students will discover how to use effective delivery techniques, public speaking skills with regards to communicating responsibly, critically, and confidently on topics while speaking in public, and using transitional devices effectively.

English 11
Grades 11, 12
Required credit

2 semesters/2 credits
Pre-requisites: English 10

This two-semester course in American Literature is designed to increase and develop basic reading and writing skills through the use of a structural-textual approach to literature. Emphasis will be placed on such skills as reading rate, vocabulary, spelling, reading comprehension, main idea, tone-intent, and significant facts. Quizzes will be given after the student has completed reading the selections to determine short span retention level. This course will employ a variety of genres in short stories, novels, and other literature to give students a well-rounded experience. Novels to be read and evaluated will include: To Kill a Mockingbird and other novels to be selected by the teacher. The study of these classics will include testing of comprehension, interpretation of theme evaluated in essay form, vocabulary development, and will utilize student response to reading.

English 12
Grade 12
Required credit

2 semesters/2 credits
Pre-requisites: English 11

This is a two-semester course designed for students entering a post-secondary institution. Students study world literature with an emphasis on Great Britain. Students will practice explaining and defending their readings to others. The literature component will encourage students to respond critically, reflectively, and imaginatively to the literature of outstanding world writers; become acquainted with cultures of other countries; study themes that relate to mankind and outstanding world writers; and analyze literature as it reflects a divergent point of view of all literary periods. Writing assignments will include literary criticism, character analysis, and a research thesis paper. The speech component of English 12 will continue to emphasize the organization of ideas, awareness of audience, and sensitivity to context in carefully researched and well organized speeches.

English 12-AP
Grade 12
Required credit

2 semesters/2 credits
Pre-requisites: English 11

This is a two-semester advanced placement course based on content established by the College Board. An AP English course in Literature and composition engages students in the careful reading and critical analysis of imaginative literature. The course is taught through a partnership with the University of North Carolina (Learn NC).

FAMILY AND CONSUMER SCIENCES

Consumer Economics
Grades 9, 10, 11, 12
Elective credit

1 semester/1 credit
Pre-requisite: None

This is a one-semester unit that prepares students to manage both human and material resources i.e. money, energy, abilities and possessions. Each student is required to complete each assigned activity and tests will be given after each activity. This course is taught in conjunction with Interpersonal Relationships.

Interpersonal Relationships
Grades 9, 10, 11, 12
Elective credit

1 semester/1 credit
Pre-requisite: None

This is one-semester course that explores the needs, values, and attitudes toward self and others in order to foster personal development. Each student is required to complete class assignments and tests, and at the end of the unit a notebook, consisting of collected assignments and notes, is to be turned into the teacher.

Fashion and Textiles Foundations
Grades 9, 10, 11, 12
Elective credit

1 semester/1 credit
Pre-requisite: None

This unit deals with the selection of sewing materials and construction techniques. The principles and element of design are explored in relation to clothing design. Each student is required to complete class activities, worksheets, and tests, in addition to two sewing projects and a needlepoint project. This is a first semester course. This course is taught in conjunction with Advanced Clothing and Textiles.

Foods, Nutrition and Wellness**Grades 9, 10, 11, 12****Elective credit**

This first-semester unit prepares the student to be proficient in food preparation and meal management. Each student is required to complete each assigned activity and tests will be given after each activity. This course is taught in conjunction with Advanced Nutrition and Foods.

1 semester/1 credit**Pre-requisite: None****Orientation to Life and Careers (Cookie Company)****Grades 9, 10, 11, 12****Elective credit**

This course focuses on being involved in the study, formation and running of a "For Profit" business. Concepts covered will include corporation formation, sales and marketing, manufacturing, advertising, accounting, research and development, and product distribution.

Students who have previously taken this course can re-enroll in subsequent years; however, they must agree to a different work related job. Essentially a student could earn up to four total credits for this course.

2 semesters/2 credits**Pre-requisite: None****FINE ARTS****Introduction to 2 and 3 Dimensional Art****Grades 9, 10, 11, 12****Elective credit**

Students of this course experience basics in two-dimensional and three-dimensional projects with emphasis on sequential learning experiences that encompass art history, art criticism, aesthetics, and production. Ceramics, crafts, drawing, graphic design, lettering, painting, printmaking and sculpting are examples of project work. Art history focuses are on selected famous artists and the major art periods and styles. Students also work on criticism of famous works of art and student artwork. The approach to aesthetics is experienced through written work in the use of the elements and principles of art.

In the second semester students will experience advanced levels of projects similar to those in previous Art courses. The second semester focuses on individual project work. Students are evaluated on the basis of how well they achieve personal project goals. Students will engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and will lead to the creation of portfolio quality works. Students will search for meaning, significance and direction in the arts of art history, art criticism, aesthetics and production. Attendance at art shows and showing of artwork at the end of each semester is required.

2 semesters/2 credits**Pre-requisite: None****Advanced 2 and 3 Dimensional Art****Grades 10, 11, 12****Elective credit**

Lessons will include art history, art criticism, aesthetics, and production to lead to the creation of a portfolio of quality works. Various artists are introduced, studied and criticized through an in-depth historical study and analysis of their artwork. Students will critically examine current works and artistic trends and explore the role of art in society. Peer evaluation will also be included in this course. Additionally students will create works of art with reflection experiences, explore historical connections, write about the process, work individually and in groups, find a direct correlation to other disciplines, and explore career options in visual art.

In the second semester students in advanced art are to be prepared to explore careers in the visual arts or an art related field. Students will spend most of their time developing a portfolio. The portfolio is to be used for application to schools, scholarships and jobs after graduation. Seniors are required to have an individual show for his/her work or at the spring art show. Students will search for meaning, significance, and direction in art history, art criticism, aesthetics, and production.

2 semesters/2 credits**Pre-requisite: Introduction to 2 and 3 Dimensional Art**

Art History Advanced Placement**2 semesters/2 credits****Grades 11, 12****Pre-requisite: Advanced 2 & 3 Dimensional Art****Elective credit**

This course is designed to prepare students for the AP Art History Examination. The first semester covers art from the Paleolithic through the Northern European Renaissance. There are seven course objectives. (1) An emphasis will be placed on visual literacy, that is, the ability to apply art historical methods to the student's visual environment so that students understand how images encode social ideologies. (2) The student will learn to suspend judgment when looking at works of art, developing critical thinking skills by considering the assumptions they bring to an evaluation and learning how to gather evidence before stating opinions. (3) The student will learn a large body of western images and be able to understand the continued flow and change within this body of images. (4) Students will be encouraged to appreciate works of art not only from other cultures, but also try to understand through the aesthetic criteria of those cultures. (5) Students will learn how art history is a field of study that makes connections with other academic disciplines. (6) The students will be encouraged to be a traveler who pursues aesthetic experiences. (7) Students will learn how art plays a part in all types of human experiences.

Instrumental Ensemble**2 semesters/2 credits****Grades 9, 10, 11, 12****Pre-requisite: Training in an instrument****Elective credit**

This course is designed to bring the student a variety of musical experiences by playing a wide selection of music from classical to pop/rock. This is a co-curricular class in which students march in parades, play at home basketball games, attend solo and ensemble festivals and participate in concert band festivals. Attendance at these activities is required. In band, the students gain self-reliance and a sense of responsibility. Music is an emotional outlet for many people. Here the students will learn to express themselves musically as well as learn skills they will need to become good musicians. Student participation will develop elements of musicianship including, but not limited to: tone productions, technical skills, intonation, music reading skills, listening skills, analyzing music, and studying historically significant styles of literature as pertaining to chamber ensemble and solo literature.

Music Theatre**2 semesters/2 credits****Grades 9, 10, 11, 12****Pre-requisite: None****Elective credit**

This course is designed to instill the desire to sing and enjoy being able to do all kinds of music, perform for people, and do individual and small group work to further the student's ability to perform with groups outside of school. Student will learn to sight-sing, which will enable them to sing any piece of music they desire. This is a co-curricular class, which will require attendance at concerts and festivals. Students will gain self-reliance and a sense of responsibility. Music is an emotional outlet for many people. Here, students will learn to express themselves musically as well as develop the skills necessary to become good musicians.

HEALTH AND PHYSICAL EDUCATION**Physical Education****2 semesters/2 credits****Grade 9****Pre-requisite: None****Required credit**

This co-educational class is two semesters with continued emphasis on health-related fitness and developing the skills and habits necessary for a lifetime of activity. This program includes skill development and application of rules and strategies of complex difficulty in health-related fitness activities (cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition); aerobic exercise; team sports; individual and dual sports; outdoor pursuits; and recreational games. Assessment includes both participation in class, dressing daily, and being prepared for daily class activities. All students will have the opportunity to participate in fitness as well as appreciate the importance of physical fitness. The students will be introduced to many leisure time activities and provide them an opportunity to participate in the activities as well as the development of skills through a variety of organized activities. This variety of games and sports will be introduced so a carry over can be made into leisure time activity outside of the school setting.

Health and Wellness**1 semester/1 credit****Grade 10****Pre-requisite: None****Required credit**

The material learned during this course can apply to students own lifestyles. Topics covered include nutrition, mental and emotional health, managing stress, the body systems, reproduction, STD's, infectious diseases, and first aid. Students will have quizzes, worksheets, study guides, tests, computer projects and papers to complete during the course.

MATHEMATICS

Algebra I

Grades 8, 9, 10, 11, 12

Required credit

Algebra I begins the progression of college preparatory courses in the field of mathematics. For the most part, algebra introduces a whole new area of math to the student. The course begins with the basic algebraic skill fundamentals and keeps building as the year progresses. Some of the more prominent topics covered include the use of variables, positive and negative numbers, and solving equations (most of which would be linear and quadratic). Upon completion of Algebra I, geometry is the next math class taken.

2 semesters/2 credits

Pre-requisite: None

Geometry

Grades 9, 10, 11, 12

Required credit

Geometry follows Algebra I in the normal progression of college preparatory math. A general course outline would be an involvement with the various geometric figures i.e. (triangles, trapezoids, parallelograms, rectangles, squares, circles, etc.) areas and volumes of the figures mentioned, as well as congruence and similarity of figures. Also, a very large part of geometry is devoted to proofs. This is an organized thought process, which causes the student to arrive at a conclusion by way of a step-by-step procedure. It is designed to give the student a logical approach in arriving at determined conclusions, rather than guessing or just "jumping to a conclusion." Upon completion of Geometry, the normal progression would be for the next math course to be Algebra II.

2 semesters/2 credits

Pre-requisite: Algebra I

Algebra II

Grades 10, 11, 12

Elective credit

Algebra II is designed to be a continuation of Algebra I. Major topics of consideration are: solving equations of lines, factoring in depth, radicals with various roots and imaginary and complex numbers. The normal progression would be to follow up Algebra II with Pre-Calculus and or Calculus.

2 semesters/2 credits

Pre-requisite: Algebra I and Geometry

Pre-Calculus

Grades 11, 12

Elective credit

Pre-calculus is a junior-senior level math course. It is a bridge between high school and college math. Various areas of math are covered, including advanced algebra, analytic geometry, trigonometry and probability. Major topics covered are the six trigonometric functions (sine, cosine, tangent, cotangent, secant and cosecant), working with triangles in relationship to these functions and applications of these functions and applications of these ideas carried over to everyday situations in such fields as carpentry, surveying, navigation, etc. Also discussed: theory of equations, exponential and logarithmic functions.

2 semesters/2 credits

Pre-requisite: 3 years of math

Calculus-AB-AP

Grade 12

Elective credit

Calculus is a college-level math course. It is a very beneficial course for anyone planning to go on to college and major in math, engineering, science or any other related fields. The major focus of the course is the two fundamental concepts of calculus-differentiation and integration. The first part of any college calculus class would simply be a review of what is covered in this course. Those topics will include: limits, continuity, derivatives, define integrals and techniques of integration involving rational, trigonometric, logarithmic and exponential functions.

2 semesters/2 credits

Pre-requisite: 3 years of math

SCIENCE (See additional Science courses listed in Agricultural Education)

Chemistry I

2 semesters/2 credits

Grades 10, 11, 12

Pre-requisite: Grade of C in Algebra I

Elective credit

Chemistry I provides a basic introduction to selected topics in physical science. Students should have completed Algebra I (with at least a C average) before attempting Chemistry. Students should be comfortable with working word problems. They should be disciplined to memorize and retain important information. Students should realize that Chemistry is a cumulative science. Chemistry I includes numerous lab experiences designed to teach scientific skills, science processes, and scientific thought. The language of Chemistry (periodic table, equations, etc.), measurement skills, problem solving strategies, and real life application of Chemistry in everyday situations are all emphasized in this course. Students planning on continuing their education beyond high school should seriously consider taking Chemistry.

Chemistry II-AP

2 semesters/2 credits

Grades 11, 12

Pre-requisite: Chemistry I

Elective credit

Chemistry II covers many topics not explored in Chemistry I. Students must complete Chemistry I prior to taking Chemistry II. A grade of B in Chemistry I is strongly recommended as a pre-requisite. Chemistry II is an excellent class to develop problem solving skills and critical thinking. Topics covered in Chemistry II include, nuclear chemistry, organic chemistry, biochemistry, thermochemistry, solution chemistry, acid base chemistry, gas laws, and stoichiometry. Several of the topics we address are covered on the AP exam, however the class is not taught strictly to prepare students for the exam. Chemistry II contains many multi-step math related problems. Several student research projects and student group presentations/demonstrations are required. Students planning careers associated with engineering, medicine, science, or any career that requires critical thinking and problem solving should plan on taking Chemistry II.

Biology I

2 semesters/2 credits

Grades 9, 10, 11, 12

Pre-requisite: None

Required credit

This course will begin with the characteristics of life, the study of cells, the chemistry of life, energy, and genetics. During the second semester, we will focus on the classification and evolution (change) of invertebrates and vertebrates. The class is designed to be a hands-on course in which several labs and projects will be completed.

Biology II

2 semesters/2 credits

Grades 10, 11, 12

Pre-requisite: Grade of C in Biology I

Elective credit

This is a college level Biology class that expands the topics covered in Biology I and covers additional topics that are often included in college Biology. Students should not take Biology II unless they did well in Biology I, (at least a C average). Topics covered in Biology II include classification, animal anatomy and physiology, animal behavior, speciation, microbiology, and botany. Studies in human anatomy and physiology are major components of this class. In addition to some dissections, microscope work, and assorted lab experiences, students will be asked to complete an ongoing project each nine weeks. Several individual and group student presentations are required in Biology II. The language of Biology is an important part of this class. Numerous prefix, suffix, and root items will be emphasized through out this course. This class is designed to help individuals planning on a career in the medical field. Biology II should be excellent preparation for most "general" Biology requirements in college for those individuals that are not majoring in the sciences.

Physics

2 semesters/2 credits

Grades 11, 12

Pre-requisite: Grades of C in Algebra I and Geometry

Elective credit

This course will be focusing on kinematics and dynamics. Students will study measurement, graphing, motion, velocity, forces, acceleration, conservation of mechanical energy, and conservation of momentum and circular motion. Throughout the year students will be completing a wide variety of labs as well as projects which will unify the concepts studied during that particular nine weeks. Students will also study a wide variety of other concepts through independent research.

Integrated Chemistry-Physics (ICP)**2 semesters/2 credits****Grades 10, 11, 12****Elective credit**

ICP introduces the concepts of scientific inquiry, structure of matter, chemical reactions, the interactions between matter and energy, forces and motion. This course is designed to be a laboratory-based, real world applicable introduction to the basics of chemistry and physics that goes beyond the walls of the classroom. It can provide students with a foundation of basic knowledge that may enable them to take chemistry or physics in the future.

Advanced Science/Anatomy Physiology**2 semesters/2 credits****Grades 11, 12****Elective credit**

This course will provide students with a sound foundation of the human body. We will focus on the principle concepts of the human body including the function of cells, tissues, and the human organ systems. Upon completion of this course students should be able to identify the structures and functions of the human body.

SOCIAL STUDIES**Psychology****2 semesters/2 credits****Grades 11, 12****Pre-requisite: None****Elective credit**

This course provides students the opportunity to explore psychology as the scientific study of mental processes and behavior. Areas of study include the scientific method, development, cognition, personality, assessment and mental health, and the socio-cultural and biological bases of behavior.

World History**2 semesters/2 credits****Grade 10****Pre-requisite: None****Required or World Geography**

This course emphasizes key events and developments in the past that influence people and places in subsequent eras. Students are expected to practice skills and processes of historical thinking and inquiry that involve chronological thinking, comprehension, analysis and interpretation, research, issues-analysis, and decision-making. They examine the key concepts of continuity and change, universality and particularity, and unity and diversity among various people and cultures from the past to the present.

U.S. Government**1 semester/1 credit****Grade 12****Pre-requisite: None****Required credit**

This course provides a framework for understanding the purposes, principles, 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.

Economics**1 semester/1 credit****Grade 12****Pre-requisite: None****Required credit**

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. 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.

U.S. History**2 semesters/2 credits****Grade 11****Pre-requisite: None****Required credit**

This two-semester course builds upon the concepts developed in previous studies of American History and emphasizes national development from the late nineteenth century into the twenty-first century. After 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 twenty-first centuries as they relate to life in Indiana and the United States.

World Geography**2 semesters/2 credits****Grade 9****Pre-requisite: None****Required or World History**

Students will use maps, globes, atlases, and grid-referenced technologies to acquire and process information about people, places, and environments. They will acquire a framework for thinking geographically, including the location and unique characteristics of places. They will understand how the earth and sun affect the atmosphere, ocean circulation, the seasons, and the climate, as well as global time zones and their relation to longitude. They will analyze ways in which humans affect and are affected by their physical environment.

SPECIALTY CLASSES**Service Learning****1 semester/1 credit****Grades 11, 12****Pre-requisite: None****Elective credit**

This class allows Juniors and Seniors the opportunity to earn one credit per year for performing 48 hours or more of identified community service. Indiana Code 20-10.1-7-16 allows for only two credits in this manner during a student's high school career. All necessary service hours are provided via service in the elementary building. This class involves two days of classroom instruction and three days of service on the elementary side. Students are trained in leadership skills, communication skills and effective mentoring skills. Mentoring involves tutoring, leading a classroom activity, supporting and encouraging and building healthy constructive relationships. Students are also asked to reflect on their service by completing periodic journal entries and participating in group processing. Students are also asked to evaluate their own performance and to think about the impact of their service.

Fundamentals of Public Speaking**1 semester/1 credit****Grade 12****Pre-requisite: None****Elective credit**

This is a course taught through Ivy Tech State College. This is for seniors only and is taught only the first semester and is a dual credit course. This means that students that take this course will not only receive high school credit but will receive college credit as well. This course introduces the fundamental concepts and skills for effective public speaking, including preparation and delivery of informative and persuasive presentations. This course also includes instruction in the use of visual aids and critical listening. The student can earn high school credit and college credits upon successfully completing this course. A placement test is required, unless sufficient SAT scores are on file.

JROTC
Grades 9, 10, 11, 12
Elective credit

2 semesters/2 credits
Pre-requisite: None

The focus of this course is to help your son or daughter be successful during high school and prepare them for whatever they plan to do after high school. This is done by teaching the cadets the life skills of self-discipline, self esteem, self respect, respect for others and respect for authority. Additionally, the cadet corps is arranged in such a way as to teach the cadets both leadership skills as well as teamwork. There is also a great deal of commitment to the community in which they live. The program curriculum incorporates the wearing of the cadet uniform once a week, military drill, and naval science instruction. Physical training is provided once or twice a week and can satisfy the Freshman and Sophomore PE requirement with state approval. The program offers a number of extra-curricular teams. Depending on the level of interest, formation of a Color Guard Team to perform at special school events may be part of the course.

Student Publications/Yearbook
Grades 9, 10, 11, 12 (by application)
Elective credit

2 semesters/2 credits
Pre-requisite: Approved application

This class consists of students producing the High School Yearbook. Students are required to perform in the following areas: Sales, which includes classified ads and the actual completion of the book, design and layout, composition of headlines, captions and other written material, photography (i.e. sporting events, class activities and club activities), computer data input, and interaction with the yearbook publisher. Students are assigned specific duties to be completed in conjunction with the publisher's deadlines. Grading is based upon completion of all tasks on schedule, class participation, overall effort and sales of the final product. Being able to function as part of a team is critical.

TECHNOLOGY EDUCATION

Manufacturing Systems/Processes
Grades 9, 10, 11, 12
Elective credit

2 semesters/2 credits
Pre-requisite: None

This two semester course provides an introduction to manufacturing technology. Terminology, principles and techniques of manufacturing will be explored. The class is 90% lab oriented. Students will develop individual skills.

Construction Systems/Processes
Grades 10, 11, 12
Elective credit

2 semesters/2 credits
Pre-requisite: Successful completion of Manufacturing Systems/Processes

This class is designed to give students increased levels of experience in fields of manufacturing and construction. The class is lab oriented. Students will be required to work on individual projects for their own use.

Graphic Imaging Technology
Grades 10, 11, 12
Elective credit

2 semesters/2 credits
Pre-requisite: Passing grade in semester one of this course

This course is designed to give students basic knowledge of black and white photography. Students will learn exposure, development and printing operations and techniques. The course is sixty percent lab oriented with theory related instruction. Students must have a 35 MM camera of their own; preferably a Single Lens Reflex type. Students will be required to pay a \$30.00 lab fee to cover lab expenses. Additionally students will be required to purchase photo paper for their own use.

WORLD LANGUAGES

French I

Grades 9, 10, 11, 12

Elective credit

2 semesters/2 credits

Pre-requisite: None

Students become acquainted with the language of France and French-speaking countries. The course will emphasize reading, writing, listening, speaking skills, basic grammar, and the culture of some of those countries. Students will be able to speak in simple sentences with enough accuracy to be understood by a native speaker of the language. Vocabulary will emphasize everyday topics necessary to communicate in basic survival situations. Students will also develop an insight into the French culture in order to develop an awareness of the global community and marketplace. All French students participate in the annual Mardi Gras parade.

French II

Grades 10, 11, 12

Elective credit

2 semesters/2 credits

Pre-requisite: Grade of C or better in French I

This course is a continuation of the material learned in French I, with an emphasis on additional verb tenses and grammar necessary for more involved conversations. Students will be expected to read and write short presentations, participate in conversations relevant to daily life, and expand their knowledge of Francophone culture. All French II students organize and participate in the annual Mardi Gras parade.

French III

Grades 11, 12

Elective credit

2 semesters/2 credits

Pre-requisite: Grade of C or better in French II

This course is a continuation of the material learned in French II, with an emphasis on additional verb tenses and grammar necessary for more involved conversations. Students will continue to develop writing, reading, speaking, and listening skills with a focus on literary and historical texts as well as expand their knowledge of Francophone culture. All students participate in the annual Mardi Gras parade.

French IV-AP

Grade 12

Elective credit

2 semesters/2 credits

Pre-requisite: Grade of C or better in French III

This course is a continuation of the material learned in French III. Students will participate in a variety of activities to prepare them for the AP French Language test. These activities focus on types of Francophone literature and history such as poetry, plays, historical documents, and famous people. All French IV students participate in the annual Mardi Gras parade.

Spanish I

Grades 9, 10, 11, 12

Elective credit

2 semesters/2 credits

Pre-requisite: None

This is an introductory course in Spanish. It focuses on developing student's capacity to use the language and to appreciate Hispanic cultures. Emphasis is placed on skills of listening, speaking, reading and writing, and on grammar acquisition. Students will be able to understand basic Spanish vocabulary and grammar. They will be able to speak in simple sentences about familiar topics with enough accuracy to be understood by a native speaker of the language. Students will be able to communicate in basic survival situations. They will be able to ask and answer questions on everyday topics, describe people and places, and narrate events in the present. They will be able to write simple fixed expressions, write short messages, take down simple notes, such as telephone messages, read simple paragraphs and articles and discuss reading selection. They will be able to demonstrate an understanding of the cultural traits of the Spanish speaking world.

Spanish II
Grades 10, 11, 12
Elective credit

2 semesters/2 credits
Pre-requisite: Grade of C or better in Spanish I

This course is a continuation of Spanish I. This course will continue to build upon the skills that students learned in first year Spanish. Students will continue to develop written, reading, oral and listening skills, focusing on sentence structure and vocabulary expansion. In addition, students will continue to develop an appreciation for different cultures, traditions and aspects of Hispanic cultures around the world.

Spanish III
Grades 11, 12
Elective credit

2 semesters/2 credits
Pre-requisite: Grade of C or better in Spanish II

This course is a continuation of Spanish II. This course will continue to build upon the skills that students learned in second year Spanish. Students will continue to develop written, reading, oral and listening skills, focusing on sentence structure and vocabulary expansion. In addition, students will continue to develop an appreciation for different cultures, traditions and aspects of Hispanic cultures around the world.

Spanish IV-AP
Grade 12
Elective credit

2 semesters/2 credits
Pre-requisite: Grade of C or better in Spanish III

This course is a continuation of Spanish III. This course will continue to build upon the skills that students learned in third year Spanish. Students will continue to develop written, reading, oral and listening skills, focusing on sentence structure and vocabulary expansion. In addition, students will continue to develop an appreciation for different cultures, traditions and aspects of Hispanic cultures around the world.