

LANESVILLE JUNIOR/SENIOR HIGH SCHOOL

ACADEMIC HANDBOOK with COURSE DESCRIPTIONS



April 2011

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 courses in AP Art History, Calculus, Chemistry, English, Music Theory, Psychology, and Spanish. Corresponding AP Exams must be taken by all students enrolled in the class. If the AP Exam is not taken, credit toward the Academic Honors Diploma cannot be awarded. Beginning with the Class of 2014, AP classes will be weighted on a 5.0 point scale. Testing fees for the math and science courses may be covered by the State of Indiana. If not, each AP exam cost \$87 dollars to take. Depending on the college, students scoring a 3 or above on the exam shall be given college credit. Check with individual colleges to research their policies on AP testing and earning college credit as a result of taking the AP tests. 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 at no cost to the student. For more information contact the Counselor.

ATHLETIC ELIGIBILITY

The IHSAA has established rules for athletic eligibility pertaining to grades, enrollment, residency, amateur standing, marriage, age, and undue influence. 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/Cadet 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.

AUDITING A CLASS

Students are not permitted to audit a class.

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, exceptions may be made for Seniors.
- 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 semester and no credit is awarded for the cadet program.

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, Ivy Tech, 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. Credits earned determines the grade classification, not years in high school. Online credit recovery for required classes is available at LHS for \$75 per course. See the counselor for details.

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

CREDIT/TRANSCRIPT CHECK

The “Credit/Transcript Check” form should be used to plan your four years in high school and updated each year to keep record of your progress toward your diploma and academic goals. Grade level transcript meetings will be held each spring.

DIPLOMA REQUIREMENTS

Diploma types and requirements are explained in this handbook. Pay careful attention to the information that applies to each diploma type. 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, or 47 credits for the Academic Honors Diploma (AHD) or the Technical Honors Diploma (THD).

For purposes of obtaining an Academic or Technical Honors Diploma the required grade point average of B is equal to a 3.0, with no grade below a C- in a required class toward the diploma.

DROPPING/ADDING A CLASS

Students who find it necessary to drop and/or add a class after course selections are finalized, must complete the process within the first week of each semester. Drop/adds are at the discretion of the school administration. There is paperwork associated with dropping/adding a class, and the form may be obtained from the Guidance Counselor or High School office.

DUAL CREDIT (HIGH SCHOOL/COLLEGE) COURSES

Students may take dual-credit courses (credit from both a university and our high school-not double credit) through post-secondary institutions.

- If the class is taught at the university, it 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 as applicable.
- The principal must give final approval of this request, if the course involves leaving the high school campus. 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 Indiana Code. 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 senior-level equivalent 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.

FOUR-YEAR PLAN CHART/SCHEDULE REQUEST FORM

The four year plan chart/schedule request form is used by the counseling department to work with students in scheduling classes for the next school year. It is distributed in the spring semester during individual class meetings and provides a basis for students and parents to update the academic program for the following year.

GRADING SCALE (Advanced Placement Weighted: Beginning with Class of 2014)

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

	AP	Others	AP	Others	AP	Others	
A	5.0	4.0	C+	3.3	2.3	D- 1.7	0.7
A-	4.7	3.7	C	3.0	2.0	F 0.0	0.0
B+	4.3	3.3	C-	2.7	1.7		
B	4.0	3.0	D+	2.3	1.3		
B-	3.7	2.7	D	2.0	1.0		

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

A+	99.5	C+	77.0	F	59.0<
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		

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 Indiana Administrative Code;
2. Local graduation requirements;
3. Passing End of Course Assessments (ECA). See appropriate Indiana Code and Indiana Administrative Code for the four ways to satisfy the ECA requirement.

Certificate of Completion

Pursuant to Indiana Administrative Code, 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.

GRADUATION CEREMONIES

The following requirements are for participation in the graduation ceremonies at Lanesville High School. Those ceremonies include 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. 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, in the student management system.

END OF COURSE EXAMS REQUIREMENT (ECA)

Meeting the End of Course exams (ECA) requirement

The graduation requirement can be met in four ways:

1. Pass the Algebra I and English 10 End of Course exams (taken in May when students are taking these classes)
2. Fulfilling the requirement for the Core 40 Waiver; or
3. Fulfilling the requirements for an ECA “Evidence-based” Waiver (see below); or
4. Fulfilling the requirement for an ECA “Work-readiness” Waiver (see below).

ECA “Evidence-based” Waiver

- Take the ECA exams at least one time your sophomore, junior, and senior years.
- Complete any extra help sessions offered each year to prepare for the ECA retests (this includes Intercession).
- 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.

ECA “Work-readiness” Waiver:

- Take the ECA at least one time your sophomore, junior, and senior years.
- Complete any extra help sessions offered each year to prepare for the ECA retests (this includes Intercession).
- 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 ECA requirement (Classes of 2012 and Beyond)

The Class of 2012 and beyond will be the first group of students under “new” ECA 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

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.

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 Renaissance Sponsor 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 early February 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 or 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. Teachers can also be accessed through email with their last name, first initial, followed by the school address. For example: morriss@lanesville.k12.in.us. 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. **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 personnel); 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.

TAKING A CLASS OVER

There may be a time when it is in the best interest of a student to re-take a specific course. The guidelines for re-taking a course are:

- Only a course in which a student receives a grade below a C- can be repeated.
- If you are working toward an Academic or Technical Honors Diploma, you must repeat a class with a grade below C-.
- Additional credit for re-taking the class will not be given.
- Both grades will be counted when calculating the student's grade point average. Thus, once a student receives a grade less than an A, a grade point average of 4.0 cannot be attained.

TUTORING

Students have opportunities to receive tutoring during the school day and after school. The Study Hall Supervisor and Success Center/RTI Coordinator direct these programs. The Study Hall Tutoring Program allows students in study hall to request and receive a tutor in any subject. Those students may make application to the program through the Study Hall Supervisor and comply with all rules. The Success Center is available during the school day to provide students with extra help/time and provides tutoring after school every Thursday from 3:00—4:30 pm.

WEIGHTED GRADES (Beginning with Class of 2014)

Beginning with the Class of 2014, students taking Advanced Placement courses will receive grades on a weighted scale. AP courses are considered the most rigorous and challenging offered and considered the best preparation for college. Students competing for Valedictorian, Salutatorian and class ranking should complete the full complement of AP courses offered by Lanesville High School.

COURSE DESCRIPTIONS

AGRICULTURAL EDUCATION

Fundamentals of Agriculture

Grades 9, 10, 11, 12

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.

2 semesters/2 credits

Pre-requisite: None

Horticulture Science

Grades 10, 11, 12

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. Qualified students may elect to take this class for dual credit through Ivy Tech University.

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

2 semesters/2 credits

Pre-requisite: None

Natural Resource Management (NOT OFFERED

Grades 10, 11, 12

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.

2011-2012)

2 semesters/2 credits

Pre-requisite: None

Agribusiness Management (NOT OFFERED

Grades 10, 11, 12

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.

2011-2012)

2 semesters/2 credits

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

Advanced Life Science, Plants and Soils

Grades 10, 11, 12

Elective credit/Science Credit

Advanced Life Science, Plants and Soils, is a standards-based, interdisciplinary science course that integrates the study of advanced biology, chemistry, and earth science in an agricultural context. Students enrolled in this course formulate, design, and implement agriculturally-based laboratory and field investigations as an essential course component. These extended laboratory and literature investigations focus on the chemical reactions of matter in living and nonliving materials while stressing the unifying themes of chemistry and the development of physical and mathematical models of matter and its interactions. Using the principles of scientific inquiry, students examine the internal structures, functions, genetics and processes of living plant organisms and their interaction with the environment. Students completing this course will be able to apply the principles of scientific inquiry to solve problems related to both biology and chemistry in the context of highly advanced agricultural applications of plants and soils. Qualified students may elect to take this course for dual credit through Purdue University.

2 semesters/2 credits

Pre-requisite: Biology I

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

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

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. Qualified students may also elect to take this class for dual credit through Purdue University.

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

2 semesters/2 credits**Pre-requisite: Biology I****BUSINESS EDUCATION (Subject to availability)****Accounting I****Grades 10, 11, 12****Elective credit**

Accounting I is a business course that introduces the language of business using Generally Accepted Accounting Principles and procedures using double-entry accounting. Emphasis is placed on accounting principles as they relate to both manual and automated financial systems. This course involves understanding, analyzing and recording business transactions and preparing and analyzing financial reports.

2 semesters/2 credits**Pre-requisite: Algebra I****Computer Applications****Grades 9-10-11-12****Elective Credit**

Computer Applications is a business course that provides instruction in software concepts using a Windows-based professional suite, which includes word processing, spreadsheet, database, graphics and presentation applications. Instruction in basic computer hardware and operating systems that support software applications is provided.

1 semester/1 credit**Pre-requisite: Digital Communication****Computer Applications/Advanced****Grades 10-11-12****Elective Credit**

Computer Applications, Advanced 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 software suite and the use of emerging technology.

2 semesters/2 credits**Pre-requisite: Computer Applications****Digital Communication Tools****Grades 7-8-9**

Digital Communication Tools is a course that prepares students to use computerized devices and other software programs to effectively handle communication related assignments and to develop communication competencies needed for personal and professional activities after graduation. Students will learn the capabilities and operation of high-tech hardware and software and will develop proficiency using a variety of computer input and output technologies.

1-2 semesters/1-2 credits**Pre-requisite: None****Marketing****Grades 10, 11, 12****Elective Credit**

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

2 semesters/2 credits**Pre-requisite: None****Personal Financial Responsibility****Grades 9, 10, 11, 12****Elective credit**

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; understanding banking, budgeting, record-keeping, managing risk, insurance and credit card debt.

1 semester/1 credit**Pre-requisite: None**

ENGLISH/LANGUAGE ARTS

English 9 **2 semesters/2 credits**
Grades 9, 10, 11, 12 **Pre-requisite: None**
Required credit

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 **2 semester/2 credits**
Grades 10, 11, 12 **Pre-requisite: English 9**
Required credit

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. Students must pass an end of course assessment (ECA) in English 10 to be eligible for graduation.

English 11 **2 semesters/2 credits**
Grades 11, 12 **Pre-requisites: English 10**
Required credit

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 **2 semesters/2 credits**
Grade 12 **Pre-requisites: English 11**
Required credit

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 Advanced Placement **2 semesters/2 credits**
Grade 12 **Pre-requisites: English 11**
Required credit

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 may be taught through a dual credit partnership. Students will take the advanced placement English 12 exam.

Journalism **2 semesters/2 credits**
Grades 9, 10, 11, 12 **Pre-requisites: None**
Elective credit

Journalism, a course based on the High School Journalism Standards along with the Research Standards, is a study of communications history including the legal boundaries and the ethical principles that guide journalistic writing. It includes a comparison study of journalistic writing to other types of writing. Students prepare for a career path in journalism by working on high school publications or media staffs. JOURNALISM PROJECT for the second credit: Students complete a project, such as a special feature magazine or mini-documentary on a topic of interest or concern. The project demonstrates application of Journalism content.

Student Publication/Yearbook**Grades 9, 10, 11, 12****Elective credit**

This class consists of producing the High School Yearbook. Students are required to perform in the following areas: Sales, which includes classified ads and completion of the book, design and layout, composition of headlines, data layout, photography and interaction with the Yearbook publisher. Students are assigned duties to be completed in conjunction with the publisher's deadlines. Grading is based on class participation and production of the final product.

2 semesters/2 credits**Pre-requisite: approved application****FINE ARTS****Introduction to 2 and 3 Dimensional Art****Grades 9, 10, 11, 12****Elective credit**

Students in this course experience basics in 2-D and 3-D projects with an emphasis on sequential learning that covers art history, art criticism, aesthetics and production. Ceramics, crafts, drawing, graphic design, lettering, painting, printmaking and sculpting are examples of project work.

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 critiqued through an in-depth historical study of their artwork. In the second semester, students will spend a majority of their time developing a portfolio. Seniors are required to have an individual show for their work at the spring art show.

2 semesters/2 credits**Pre-requisite: Intro to 2 and 3 Dimensional Art****Art History Advanced Placement****Grades 11, 12****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. Students will take the advanced placement Art History exam.

2 semesters/2 credits**Pre-requisite: Advanced 2 and 3 Dimensional Art****Ceramics****Grades 10, 11, 12****Elective credit**

Ceramics is a course based on the Indiana Academic Standards for Visual Arts. Students engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create works of art in clay utilizing the processes of hand building, molds, wheel throwing, slip and glaze techniques, and the firing processes.

2 semester/2 credits**Pre-requisite: Introduction to 2 and 3 Dimensional Art****Instrumental Ensemble****Grades 9, 10, 11, 12****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.

2 semesters/2 credits**Pre-requisite: Training in an instrument**

Musical Theatre
Grades 9, 10, 11, 12
Elective credit

2 semesters/2 credits
Pre-requisite: None

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.

Music Theory Advanced Placement
Grades 10, 11, 12
Elective Credit

2 semesters/2 credits
Pre-requisite: None

This course will integrate aspects of melody, harmony, texture, rhythm, form, musical analysis, elementary composition, history, and style. The student's ability to read and write musical notation is fundamental to this course, and it is also assumed the student has acquired at least basic performance skills in voice or on an instrument. Course content is based on established College Board expectations. Students will take the advanced placement Music Theory exam.

HEALTH AND PHYSICAL EDUCATION

Physical Education I
Grade 9
Required credit

2 semesters/2 credits
Pre-requisite: None

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 to carry over into a leisure time activity outside of the school setting.

Alternative PE Credit
Grades 9, 10
Required Credit (Optional method)

2 Sports Seasons or Summer/2 credits
Pre-requisite: athletic participation/application

Students may earn physical education credit through an alternative supervised program (ASPE) during the fall, spring or summer sessions. ASPE does not count toward the minimum course requirements and IHSAA eligibility. One credit per semester/summer may be earned and students may earn up to two credits to replace the Physical Education I-II requirement. To receive one credit through ASPE, the student must participate in 60 hours of direct instruction and complete the entire season. There is an application process for each credit that is available through the guidance office.

Physical Education II
Grades 10, 11, 12
Elective Credit

2 semesters/2 credits
Pre-requisite or Co-requisite: Physical Education I

This course focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum which provide students with opportunities to actively participate in four activities that were not included in Physical Education I.

Health and Wellness
Grade 10
Required credit

1 semester/1 credit
Pre-requisite: None

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 7, 8, 9, 10, 11, 12
Required credit

2 semesters/2 credits
Pre-requisite: None

Algebra I begins the progression of college preparatory courses in the field of mathematics. 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). Students must pass an end of course assessment (ECA) in Algebra I to be eligible for graduation.

Algebra II **2 semesters/2 credits**
Grades 9, 10, 11, 12 **Pre-requisite: Algebra I**

Required credit (for Core 40 diploma)

Algebra II is designed to be a continuation of Algebra I. Major topics of study are: solving equations of lines, factoring in depth, radicals with various roots and imaginary and complex numbers. Algebra II is required for Core 40 and Core 40 with Academic or Technical Honors. The normal progression would be to follow-up with Pre-Calculus.

Geometry **2 semesters/2 credits**
Grades 8, 9, 10, 11, 12 **Pre-requisite: Algebra I**

Required credit

Geometry involves the study of various geometric figures, areas and volume, congruence and similarities of these figures. It devotes much time to the study of proofs. This is an organized thought process which causes the student to arrive at a conclusion by way of a step by step procedure. After Geometry, the next class would be a higher level math class.

Pre-Calculus **2 semesters/2 credits**
Grades 10, 11, 12 **Pre-requisite: 3 years of math**

Elective credit

Pre-calculus is an upper level math course that is considered a bridge between high school and college math. Various types of math are covered including advanced algebra, analytic geometry, trigonometry and probability. Major topics are the six trigonometric functions, working with triangles in relationship to these functions and applications of these functions to society. Also studied are the theory of equations and exponential and logarithmic functions.

Calculus-AB Advanced Placement **2 semesters/2 credits**
Grade 11, 12 **Pre-requisite: 3 years of math**

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, definite integrals and techniques of integration involving rational, trigonometric, logarithmic and exponential functions. Students will take the advanced placement Calculus AB exam.

SCIENCE

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 Advanced Placement **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. Students will take the advanced placement Chemistry exam.

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 with labs. Students will take an end of course assessment (ECA) in Biology I to meet federal testing guidelines.

Biology II (subject to availability)**Grades 10, 11, 12****Elective credit**

Biology II is considered to be a college-level Biology class that is an extension of Biology I. Topics include classification, animal anatomy and physiology, animal behavior, microbiology and botany. Studies in human anatomy and physiology are major components of this class. Students will make presentations and complete projects each grading period and learn the language of Biology. Dissections, microscope work and lab experiences will be utilized to prepare students for college.

2 semesters/2 credits**Pre-requisite: Grade of C or better in Biology I****Physics****Grades 11, 12****Elective credit**

This course will focus on kinematics and dynamics. Students will study measurement, graphing motion, velocity, forces, acceleration, conservation of mechanical energy and conservation of momentum and circular motion. Students will complete a variety of labs and projects and conduct independent research.

2 semesters/2 credits**Pre-requisites: Grade of C or better in Algebra/Geometry****Integrated Chemistry-Physics (ICP)****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.

2 semesters/2 credits**Advanced Science/Anatomy Physiology****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.

2 semesters/2 credits**Advanced Science, Special Topics (Botany/Zoology)****Grades 11, 12 (Subject to availability)****Elective Credit**

This course will focus on the study of zoology and botany through laboratory, field, and literature investigations. The first semester will include the classification, morphology, anatomy, physiology and diversity of plants. It will include the basic principles and methods of plant taxonomy of vascular plants including identification, classification, and herbarium techniques. The second semester will focus on the science of zoology. It will include the study of both invertebrate and vertebrate phyla. Topics will include the evolution, taxonomy, anatomy, physiology, behavior, reproduction, development, and the relationships of animals with their environment. Students enrolled in this class will be required to complete an end-of-semester project and presentation, such as a scientific research paper or science fair project that integrates knowledge, skills, and concepts from their course of study.

2 semesters/2 credits**SOCIAL STUDIES****Psychology Advanced Placement****Grades 11, 12****Elective credit**

The purpose of the AP course in Psychology is to introduce the systematic and scientific study of the behavior and mental processes of human beings and other animals. Included is a consideration of the psychological facts, principles, and phenomena associated with each of the major sub-fields within psychology. Students also learn about the ethics and methods psychologists use in their science and practice. Students will take the advanced placement Psychology exam.

2 semesters/2 credits**Pre-requisite: None****World History****Grade 9, 10****Required or Geography and History of the World**

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.

2 semesters/2 credits**Pre-requisite: None**

Indiana Studies/Topics in Social Studies (Sociology)
Grades 9, 10, 11, 12

1 semester/1 credit each to total 2 semesters/2 credits
Pre-requisite: None

Elective credits

In the first semester students will focus on Indiana Studies, an integrated course that compares and contrasts state and national developments in the areas of politics, economics, history, and culture. The course uses Indiana history as a basis for understanding current policies, practices, and state legislative procedures. In the second semester students will be provided with an opportunity for in-depth study of a specific topic, theme, or concept in one of the social science disciplines.

U.S. Government
Grade 12

1 semester/1 credit
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
Grade 12

1 semester/1 credit
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
Grade 11

2 semesters/2 credits
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.

Geography and History of the World
Grade 9, 10

2 semesters/2 credits
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.

WORLD LANGUAGES (French subject to availability)

French I
Grades 9, 10, 11, 12

2 semesters/2 credits
Pre-requisite: Grade of A or B in English 8

Elective credit

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.

French II
Grades 10, 11, 12

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

Elective credit

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.

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.

French IV Advanced Placement
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 foreign language test. These activities focus on French literature, history, historical documents and famous people. All students will take the AP French exam.

Spanish I
Grades 9, 10, 11, 12
Elective credit

2 semesters/2 credits
Pre-requisite: Grade of A or B in English 8

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 Advanced Placement
Grade 12
Elective credit

2 semesters/2 credits
Pre-requisite: Grade of high B 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. Students will take the advanced placement Spanish IV exam.

MULTIDISCIPLINARY CLASSES

Community Service
Grades 11, 12
Elective credit

1 semester/1 credit or 2 semesters/2 credits
Pre-requisite: None

This class allows Juniors and Seniors the opportunity to earn up to two credits for performing hours of identified community service. Most service hours are provided via service in the elementary building. 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 applying for community service will have their application reviewed by elementary teachers and must be accepted into the program.

Fundamentals of Public Speaking
Grades 11, 12

1 semester/1 credit
Pre-requisite: None

Elective credit/Dual Credit

This is a course taught through Ivy Tech State College. This is for juniors or 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 PSAT or SAT scores are on file.**

JROTC
Grades 9, 10, 11, 12

2 semesters/2 credits
Pre-requisite: None

Elective credit

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. Depending on the level of interest, formation of a Color Guard Team to perform at special school events may be part of the course. Students will travel to Floyd Central HS for this class and it requires two periods on their schedule.

Career Information and Exploration
Grades 9, 10, 11, 12

2 semesters/2 credits
Pre-requisite: None

Elective credit

This course provides students opportunities to learn about themselves and about various traditional and nontraditional occupations and careers. Students also gain an awareness of the type of occupational preparation or training needed for various occupations and careers. Students develop skills in employability, understanding the economic process, and decision making and planning. Opportunities are provided for students to observe various job situations through field trips, internships, mock interviews, and guest speakers. Resume development experience and career-related testing are also provided to students.

Peer Tutoring
Grades 10, 11, 12

1 semester/1 credit or 2 semesters/2 credits
Pre-requisite: Permission of Teacher

Elective credit

Peer Tutoring provides high school students with an organized exploratory experience to assist students in kindergarten through grade twelve (K-12), through a helping relationship, with their studies and personal growth and development. The course provides opportunities for the students taking the course to develop a basic understanding of individual differences and to explore career options in related fields. Peer Tutoring experiences are pre-planned by the teacher trainer and any cooperating teacher under whom the tutoring is to be provided. The course provides a balance of class work relating to the development of and use of listening skills, communication skills, facilitation skills, decision-making skills, and teaching strategies. Students must be accepted by the peer tutoring coordinator.