

Things You Need To Know

Civil Rights Compliance Statement

Garrett High School has a policy of providing equal opportunity. All Courses are open to all students regardless of race, color, gender, disabilities, or national origin including limited English proficiency. Assistance will be provided for the hearing impaired and those who are limited in their proficiencies of the English language.

Student Grade Level Classifications

Based on number of credits earned

Sophomores	Minimum of 8 Credits
Juniors	Minimum of 18 Credits
Seniors	Minimum of 28 Credits

Block Schedule

The Garrett High School day is divided into 4 Blocks with each lasting 85 minutes.

Good attendance is a key component for success in a block class.

Course Changes

Changes in course selection each year can be made during the first 3 days of Term 1 and Term 3. Changes will not be made during Term 2 or Term 4.



GRADUATION REQUIREMENTS

1. Fulfill Diploma Requirements

Refer to pages 3 - 5 for specific requirements for all graduating classes.

2. Senior Portfolio

All students **MUST** complete the **Senior Portfolio**. The portfolio requirements are discussed in the on-line student handbook. Please review this information on the GHS website under the Student tab by opening High School Student Handbook.

3. End of Course Assessments

Beginning with the class of 2012, passing Algebra I and English 10 End-Of-Course Assessments (ECA) will be required.

Visit www.doe.in.gov/assessment/eca_resources to learn more!

District website:

www.gkb.k12.in.us

High School website:

www.gkb.k12.in.us/highschool

Indiana's Core 40 curriculum helps you make the most of your high school years by providing the academic foundation you will need to succeed in college, apprenticeship programs, military training and the workforce. Here are some of the benefits of Core 40:

- **Challenging Courses = Big Rewards.** Students who take strong academic courses in high school are more likely to enroll in college and earn a degree. That's important, because higher education pays: On average, college graduates earn more than a million dollars more over a lifetime than those with only a high school education. High school graduates earn 42 percent more than high school dropouts. Core 40 pays.
- **More Career Options.** Good jobs require education beyond high school. That means if you want a job that will support you and your future family, provide health benefits and offer a chance for advancement, you'll need to complete a two- or four-year degree, apprenticeship program, military training, or workforce certification. If you are planning to go directly to work after high school graduation, you will still need to be prepared for training and retooling throughout your lifetime. Core 40 gives you more options — and more opportunities — to find a career with a real future.
- **What Employers and Training Programs Want.** Employers, apprenticeship programs and the military all agree — they expect you to arrive with essential skills, including speaking and writing clearly, analyzing information, conducting research, and solving complex problems. The expectations are the same: You need Core 40.
- **Preparation for College Success.** It's not just about getting in — it's about finishing. To succeed in college-level work, students need to complete Core 40 in high school. Anything less may mean taking remedial (high school) coursework in college, which means it will take you longer to finish and will cost you more in college tuition. It also means you'll have a greater chance of dropping out before you get your degree. That's why Core 40 is a college admissions requirement: In fall 2011 you won't be able to start at a four-year public Indiana college without Core 40 (or a documented equivalent). Most private colleges require students to have at least this level of high school academic preparation. Core 40 is your best preparation for success.
- **Money for College.** The Core 40 diploma can help you earn money for college. Indiana students who complete a Core 40 diploma and meet other financial aid and grade requirements can receive up to 90 percent of approved tuition and fees at eligible colleges. Core 40 with Academic Honors graduates can receive up to 100 percent and some colleges also offer their own scholarships specifically for students who earn this diploma.

Succeeding With Core 40

Core 40 becomes Indiana's required high school curriculum in fall 2007. Students entering high school at that time will be expected to complete Core 40 as a graduation requirement.

By providing all Indiana students a balanced sequence of academically rigorous high school courses in the core subjects of English/language arts, mathematics, science and social studies; physical education/health and wellness; and electives including world languages, career/technical, and fine arts, the Core 40 requirement gives all our students the opportunity to compete with the best. That's great news for Indiana students.

To graduate with less than Core 40, a student must complete a formal opt-out process involving parental consent. See your school counselor for full details. For more information about Core 40 and your career and course plan, see your counselor and visit Learn More Resource Center at www.learnmoreindiana.org.

Diploma Requirements - Class of 2016 & Subsequent Classes

INDIANA CORE40

Course and Credit Requirements	
English/ Language Arts	8 credits
	Including a balance literature, composition and speech.
Mathematics	6 credits (in grades 9-12)
	2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II <small>Students must take a math or quantitative reasoning course each year in high school</small>
Science	6 credits
	2 credits: Biology I 2 credits: Chemistry I or Physics I or Integrated Chemistry-Physics 2 credits: any Core 40 science course
Social Studies	6 credits
	2 credits: U.S. History 1 credit: U.S. Government 1 credit: Economics 2 credits: World History/Civilization or Geography/History of the World
Directed Electives	5 credits
	World Languages Fine Arts Career/Technical
Physical Education	2 credits
Health and Wellness	1 credit
GHS Requirement	1 credit
	1 credit: Preparing for College & Careers (formally: Career Information Exploration)
Electives*	7 credits
	<small>(College and Career Pathway courses recommended)</small>
40 Total State Credits Required	
42 Total Garrett HS Credits Required	

* Specifies the number of electives required by the state. High school schedules provide time for many more electives during the high school years. All students are strongly encouraged to complete a College and Career Pathway (selecting electives in a deliberate manner) to take full advantage of career and college exploration and preparation opportunities.

CORE40 with Academic Honors <i>(minimum 47 credits)</i>

For the **Core 40 with Academic Honors** diploma, students must:

- Complete all requirements for Core 40.
- Earn 2 additional Core 40 math credits.
- Earn 6-8 Core 40 world language credits.
(6 credits in one language or 4 credits each in two languages)
- Earn 2 Core 40 fine arts credits.
- Earn a grade of a “C” or better in courses that will count toward the diploma.
- Have a grade point average of a “B” or better.
- Complete one of the following:
 - A. Earn 4 credits in 2 or more AP courses and take corresponding AP exams
 - B. Earn 6 verifiable transcribed college credits in dual credit courses from priority course list
 - C. Earn two of the following:
 1. A minimum of 3 verifiable transcribed college credits from the priority course list,
 2. 2 credits in AP courses and corresponding AP exams,
 3. 2 credits in IB standard level courses and corresponding IB exams.
 - D. Earn a combined score of 1750 or higher on the SAT critical reading, mathematics and writing sections and a minimum score of 530 on each
 - E. Earn an ACT composite score of 26 or higher complete written section
 - F. Earn 4 credits in IB courses and take corresponding IB exams.

CORE40 with Technical Honors <i>(minimum 47 credits)</i>
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For the **Core 40 with Technical Honors** diploma, students must:

- Complete all requirements for Core 40.
- Earn 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and on of the following:
 1. Pathway designated industry-bases certification or credential, or
 2. Pathway dual credits from the list of priority courses resulting in 6 transcribed college credits
- Earn a grade of “C” or better in courses that will count toward the diploma.
- Have a grade point average of a “B” or better.
- Complete one of the following,
 - A. Any one of the options (A-F) of the Core 40 with Academic Honors
 - B. Earn the following scores or higher on WorkKeys; Reading for Information - Level 6; Applied Mathematics - Level 6; and Locating Information - Level 5.
 - C. Earn the following minimum score(s) on Accuplacer: Writing 80, Reading 90, Math 75.
 - D. Earn the following minimum score(s) on Compass; Algebra 66, Writing 70, Reading 80.

Indiana General High School Diploma

The completion of Core 40 is an Indiana graduation requirement. Indiana's Core 40 curriculum provides the academic foundation all students need to succeed in college and the workforce.

To graduate with less than Core 40, the following formal opt-out process must be completed:

- The student, the student's parent/guardian, and the student's counselor (or another staff member who assists students in course selection) meet to discuss the student's progress.
- The student's Graduation Plan (including four year plan) is reviewed.
- The student's parent/guardian determines whether the student will achieve greater educational benefits by completing the general curriculum or the Core 40 curriculum.
- If the decision is made to opt-out of Core 40, the student is required to complete the course and credit requirements for a general diploma and the career/academic sequence the student will pursue is determined.

Course and Credit Requirements (Class of 2016 & Beyond)

English/Language Arts	8 credits
	Credits must include literature, composition and speech
Mathematics	4 credits
	2 credits: Algebra I or Integrated Mathematics I 2 credits: any math course General diploma students are required to earn 2 credits in a Math or a Quantitative Reasoning (QR) course during their junior or senior year. QR courses do not count as math credits.
Science	4 credits
	2 credits: Biology I 2 credits: any science course At least one credit must be from a Physical Science or Earth and Space Science course.
Social Studies	4 credits
	2 credits: U.S. History 1 credit: U.S. Government 1 credit: Any social studies course
Physical Education	2 credits
Health and Wellness	1 credit
College and Career Pathway Courses Selecting electives in a deliberate manner to take full advantage of college and career exploration and preparation opportunities.	6 credits
Flex Credit	5 credits
	Flex Credits must come from one of the following: <ul style="list-style-type: none"> • Additional elective courses in a College and Career Pathway • Courses involving workplace learning such as Cooperative Education or Industrial courses • High school/college dual credit courses • Additional courses in Language Arts, Social Studies, Mathematics, Science, World Languages or Fine Arts
Electives GHS Requirements**	7 credits GHS requires 1 additional elective and the following course:
	1 credit Preparing for College & Careers (formally: Career Info Exploration)

40 Total State Credits Required

42 Total Garrett HS Credits Required

COURSE DESCRIPTIONS

English 9

Grade 9

Term Length 2

Credit 2

English 9 concentrates on three (3) main subject areas: the writing process, literature, and vocabulary expansion. The main focus is the writing process. At this level, all phases of the writing process will be taught, practiced, and reinforced. Student compositions will reflect several modes, including research, process and personal experience. English 9 also requires written products which draw on the students' life experiences. Concurrently, English 9 provides instruction in literature including study of its devices, main concepts, and interpretation. Students will synthesize writing and literature by analyzing literature samples, including, but not limited to, The Odyssey and Romeo and Juliet. Grammar, mechanics, and style will be covered as needed. All composition assignments will be done in accordance with accepted state standards and those of Garrett High School. In addition, English 9 seeks to expand each student's personal lexicon. Vocabulary exercises will occur on a regular basis. Through studying the writing process and literature, as well as enhancing vocabulary, students will prepare for English 10 and the English 10 End of Course Assessment.

English 9a/LA Lab 9a

Grade 9

Term Length 4

English 9 Credit 2

LA Lab 9a Credit 2

Prerequisites: Teacher recommendation

The class will cover the same subject area's as the English 9 class only at a slower pace and with additional emphasis on the practical application of the writing process. *English 9a/LA Lab 9a provides an opportunity for individualized instruction designed to help student's successfully prepare for English 10 and the English 10 End of Course Assessment. English 9a/LA Lab 9a - .5 Credit/.5 Credit each term.

English 9 Honors

Grade 9

Term Length 2

Credit 2 *weighted*

*Prerequisite: Maintained a **B-** average or better in English 8*

English 9 Honors shall be based upon the same curriculum as English 9. However, materials, assignments, homework, and products shall be of a more rigorous nature, reflecting the "Honors" status.

Algebra I

Grade 9-12

Term Length 2

Credit 2

*Prerequisites: Recommend a **B** average in previous math course for freshman and a **C-** average required for all students who took Pre-Algebra (with the last term's grade no lower than a C-) and/or teacher recommendation.*

Some of the algebraic skills and concepts that will be covered are finding the solution set of one and two variable equations, graphing linear and quadratic equations, using real numbers and exponents, and understanding the concept of functions. Other topics include performing the basic operations with polynomials, factoring polynomials, and simplifying and solving quadratic equations. The use of these skills as tools in solving problems will be emphasized throughout the course. Daily assignments will be given.

Algebra/Algebra Enrichment*

Grade 9-12

Term Length 4

Algebra Credit 2

Algebra Enrichment Credit 2

Prerequisites: Teacher recommendation

The class will cover the same algebraic skills as the Algebra I class only at a slower pace and with additional emphasis on the practical application of those skills when appropriate. Students should have a mastery of whole numbers, decimals, fractions, and signed numbers before taking this class. Retakes will be offered to all students on Algebra Indicator Quizzes – on students own time! Daily assignments should be expected.

*Algebra Enrichment provides an opportunity for individualized instruction designed to help students successfully complete high-level work in mathematics. Credit will be assigned as follows:

Algebra/ Algebra Enrichment - .5 Credit/.5 Credit each term.

Geometry

Grade 9-12

Term Length 2

Credit 2

*Prerequisites: A **C-** average in Algebra I with the last term's grade no lower than **C-** or written permission from instructor.*

Geometry focuses on logical reasoning with mathematics as the primary medium. Instruction will be based on deductive reasoning as well as the scientific method to develop investigative strategies in drawing conclusions. Course topics will include 1) Points, lines, & angles, 2) 2 Dimensional shapes such as circles, triangles, quadrilaterals, & polygons, 3) Area and volume of shapes, and 4) Proofs and logical reasoning. Instructional methods include the use of graphing calculators, geometers sketchpad software, direct instruction, group work, and student participation.

Biology I

Grade 9

Term Length 2

Credit 2

Subject areas to be covered comply with those of the State Standards, which are: molecules and cells, developmental and organismal biology, genetics, evolution, and ecology. Also to be discussed during the coverage of these areas are the nature of science and technology, scientific thinking, the mathematical world, and common themes.

Biology I - Honors

Grade 9

Term Length 2

Credit 2 *weighted*

*Prerequisites: It is recommended that the student have a minimum of a **B** average in Eighth Grade Science.*

The subject areas to be covered comply with the State Standards, which are: molecules and cells, developmental and organismal biology, genetics, evolution, and ecology. Also to be discussed during the covering of these topics are: the nature of science and technology, scientific thinking, the mathematical world and common themes.

The students will be required to complete a long term project involving plant growth, projects such as watching changes in a mini ecosystem, and a paper on Charles Darwin that discusses the topics covered in Historical Perspectives of Biology of the State Standards. Prepare a formal lab report and presentation of information.

Integrated Chemistry/Physics

Grade 9-12

Term Length 2

Credit 2

Prerequisites: Algebra I or Algebra I concurrent

This course is a laboratory-based introduction to chemistry and physics. A basic understanding of algebra is required for the course. The concepts covered include: scientific inquiry, atomic structure, chemical reactions, formulas, forces, motion, and interactions between matter and energy.

Earth and Space Science

Grade 9-12

Term Length 2

Credit 2

Earth and Space Science affords an overview of the four branches of earth and space science (astronomy, meteorology, geology, and oceanography). The course emphasizes the study of physical and historical geology, as well as the history and development of meteorology. Environmental issues and career opportunities related to the earth are also explored.

Geography & History of the World

Grade 9-12

Term Length 2

Credit 2

Geography and History of the World is designed to enable students to use the geographic “way of looking at the world” to deepen their understanding of major global themes that have manifested themselves over time—for example, the origin and spread of world religions; exploration; conquest, and imperialism; urbanization; and innovations and revolutions. Specific geographic and historical skills and concepts of historical geography are used to explore these global themes primarily but not exclusively for the period beginning in 1000 CE. The skills are grouped into five sets, each representing a fundamental step in a comprehensive investigative/inquiry procedure. They are: forming research questions, acquiring information by investigating a variety of primary and secondary sources, organizing information by creating graphic representations, analyzing information to determine and explain patterns and trends, and presenting and documenting findings orally and/or in writing. The historical geography concepts used to explore the global themes in Geography and History of the World include change over time, origin, diffusion, physical systems, cultural landscapes, and spatial distribution and interaction. By using these skills, concepts and the processes associated with them, students are able to analyze, evaluate, and make predictions about major global developments. Geography and History of the World is designed to nurture perceptive, responsible citizenship, encourage and support the development of critical thinking skills and lifelong learning, and to help prepare Indiana students for employment in the 21st Century.

World History and Civilization

Grade 9-12

Term Length 2

Credit 2

World History and Civilization provides for a study of selected world cultures, past and present. The content of this course provides a basis for students to compare and analyze patterns of culture, emphasizing both the diversity and commonality of human experience and behavior. This course emphasizes the interaction of local cultures with the natural environment, as well as the connections among civilizations from earliest times to the present. This course is designed to focus on: (1) prehistory; (2) early world civilizations, including the rise of civilizations of the Middle East, Africa, and Asia; (3) the classical civilizations of Europe, Asia, Africa, and Latin America; and (4) the development of modern societies. This course will also trace important themes in human history or be designed to focus on a comparative study of two or more selected societies.

Health and Wellness

Grades 9 - 10

Term Length 1

Credit 1

Students develop knowledge of personal responsibility, for health behaviors, including individual, family and community interests, knowledge of disease prevention, interrelationships between health behaviors and the function of the body systems and the influence of external factors on health, ways to prevent injury and illness throughout the life term, advances in medicine and prevention and control of health problems along with health terms and concepts.

Techniques: Lecture, group discussions, videos, workbook, cooperative group work, charts, journals, and data notebooks.

Physical Education I

Grade 9

Term Length 1

Credit 1

Team sports to be taught in this class are: softball, soccer, football, volleyball and basketball. Health-related fitness activities will be done every day. Recreational games of bowling, and roller skating will be taught. Country line dances and/or dance revolution will be taught. A journal notebook will be required to document state standards. Assessment of these state standards will be through graphs, written reports, and journal entries. Emphasis will be placed on skill, game situations, and knowledge of the sports taught and their rules.

Preparing For College and Careers

Grade 9-12

Term Length 1

Credit 1

This course will focus on helping our students to live successfully in today's world of college, career, and life by addressing essential knowledge, skills and behaviors that all students need. Topics include: exploration of personal aptitudes, interests, principles, and goals; life and career exploration and planning; examining multiple life roles and responsibilities as individuals and family members; planning and building employability skills; and transferring school skills to life and work; reviewing the 16 national career clusters and Indiana's College and Career Pathways. Students will develop Four-Year Course Plans and include a personal and career portfolio. The use of Indiana Career Explorer, an online program, will allow the students to store career exploration and planning information, keep track of career development activities, and create career education plans. Instructional strategies will include use of the Internet to conduct career research, projects, mock interviews, guest speakers from the community, and field trips.

Beginning with the class of 2016 this is a GHS course required for graduation

This course is replacing Career Information Exploration

Beginning Chorus

Grade 9

Term Length 4 (½ terms-45 min each)

Credit 2

Students taking Beginning Chorus develop musicianship and specific performance skills through ensemble and solo singing. Activities in this class create the development of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Instruction is designed so that the students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Beginning Chorus provides instruction in creating, performing, conducting, listening to, and analyzing, in addition to focusing on varied repertoire. Students have the opportunity to experience live performances by professionals and other students during and outside of the school day. A limited amount of time outside of the school day may be scheduled for dress rehearsals and performances. Scheduled performances throughout the year include but are not limited to Veteran's Day Convocation, Christmas Concert, Spring Concert, and Graduation Ceremonies. Students must participate in performance opportunities in order to receive credit.

Choral Chamber Ensemble (Show Choir)

Grades 9-12

Term Length 4 (½ terms-45 min each)

Credit 2

Pre-requisite: Audition

Entrance into "Encore!" is based on a singing and dancing audition, as well as a private interview. Student musicianship and specific performance skills in this course are enhanced through specialized small group instruction. This ensemble focuses on show music. This ensemble in class provides instruction in creating, performing, listening to, and analyzing music in addition to focusing on specific subject matter. Instruction is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Students have the opportunity to experience live performances by professionals as well as other students during and outside of the school day. A limited amount of time outside of the school day will be scheduled for rehearsals and performances.

Performances throughout the school year include community invitational's, festivals, and 3 scheduled concerts at Garrett High School.

Concert Band Adv. I (Marching Band)

Grade 9-12

Term Length 1

Credit 1

Students will build on knowledge and skills learned in Concert Band. Students will study skills in musical style, performance, music reading, and music theory. These skills will be demonstrated through the preparation of a field show program. Students will perform at all home football games, parades, various invitational's, and all Indiana State School Music Association Marching Band events. Outside of the school day practices (including summer) and performances are required to receive credit for this course.

Concert Band

Grade 9-12

Term Length 2 (½ terms-45 min each)

Credit 1

This course meets second and third terms of the year. Students in this course will study a wide variety of musical styles. Students will cover performance skills, music reading skills, and music theory. These skills will be demonstrated through outside performances. This band performs at a winter and spring concert as well as all home basketball games. Outside performances are required for this course. Students in this course are eligible and encouraged to participate in the Indiana State School Music Association Solo and Ensemble auditions.

Introduction to Two-Dimensional Art

Grade 9-12

Term Length 1

Credit 1

Students in introductory courses engage in learning experiences that encompass art history, art criticism, aesthetics, and production of portfolio quality works. Students taking this art class explore the fundamentals of drawing and painting with an emphasis on the elements of composition and art vocabulary, as well as drawing and painting techniques. As in all art classes, time management and craftsmanship are key sources for evaluation. Students search for meaning, significance and direction in their own work by producing works of art in a variety of two-dimensional media. A portfolio of each student's work is kept on file in the art office. At this level, students produce works for their portfolios that demonstrate a sincere desire to explore a variety of ideas and problems. This is a foundations class and is therefore a prerequisite for DRAWING I, II, III, and IV, PAINTING I, II, III, and IV, and PRINTMAKING I, II, III, and IV.

Introduction to Three-Dimensional Art

Grade 9-12

Term Length 1

Credit 1

Students in introductory courses engage in learning experiences that encompass art history, art criticism, aesthetics, and production of portfolio quality works. Students taking this art class explore a variety of three-dimensional art forms with production emphasis on pottery building techniques and different forms of sculpture. It also includes a project on package design. As in all art classes, time management and craftsmanship are key sources for evaluation. Students search for meaning, significance, and direction in their own work by producing a variety of works in three-dimensional media. A portfolio of each student's work is kept on file in the art office. At this level, students produce works for their portfolios that demonstrate a sincere desire to explore a variety of ideas and problems. This is a foundations class and is therefore a prerequisite for CERAMICS I, II, III, and IV and SCULPTURE I, II, III, and IV.

Drawing I

Grade 9-12

Term Length 1

Credit 1

These are advanced level classes which are to be taken in order, after successful completion of INTRO TO 2-DIMENSIONAL ART. A C or better in the foundation course is recommended.

Students engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production of portfolio quality works. Students use a variety of drawing media to solve various subject and composition problems. Students use processes such as sketching, rendering, contour, gesture, and perspective drawing. As in all art classes, time management and craftsmanship are key sources for evaluation. A portfolio of each student's work is kept on file in the art office.

Drawing II

Grade 9-12

Term Length 1

Credit 1

Prerequisite: Drawing I.

Students in Drawing II build on the knowledge and skills gained in Drawing I and engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production of portfolio quality works. Students use a variety of drawing media to solve various subject and composition problems. Students use processes such as sketching, rendering, contour, gesture, and perspective drawing. As in all art classes, time management and craftsmanship are key sources for evaluation. A portfolio of each student's work is kept on file in the art office.

Painting I

Grade 9-12

Term Length 1

Credit 1

These are advanced level classes which are to be taken in order, after successful completion of INTRO TO 2-DIMENSIONAL ART. A C or better in the foundation course is recommended.

Students engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production of portfolio quality works. Students research various art movements then recreate a period style in their work.

As in all art classes, time management and craftsmanship are key sources for evaluation. A portfolio of each student's work is kept on file in the art office.

Painting II

Grade 9-12

Term Length 1

Credit 1

Prerequisite: Painting I

Students in Painting II build on the knowledge and skills gained in Painting I and engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production of portfolio quality works. Students research various art movements then recreate a period style in their work.

As in all art classes, time management and craftsmanship are key sources for evaluation. A portfolio of each student's work is kept on file in the art office.

Ceramics I

Grades 9-12

Term Length 1

Credit 1

These are advanced level classes which are to be taken in order, after successful completion of INTRO TO 3-DIMENSIONAL ART. A C or better grade in the foundation class is recommended.

Students in Ceramics I engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production of portfolio quality works. Various hand building techniques and sequential potters' wheel projects will comprise the majority of production work in this class. A notebook and several writing assignments are also required. As in all art classes, time management and craftsmanship are key sources for evaluation. A portfolio of each student's work is kept on file in the art office.

Ceramics II

Grade 9-12

Term Length 1

Credit 1

Prerequisite: Ceramics I

Students in Ceramics II build on the knowledge and skills gained in Ceramics I and engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production of portfolio quality works. Various hand building techniques and sequential potters' wheel projects will comprise the majority of production work in this class. A notebook and several writing assignments are also required. As in all art classes, time management and craftsmanship are key sources for evaluation. A portfolio of each student's work is kept on file in the art office.

Sculpture I

Grade 9-12

Term Length 1

Credit 1

These are advanced level classes which are to be taken in order, after successful completion of INTRO TO 3-DIMENSIONAL ART. A C or better in the foundation course is recommended.

Students in Sculpture I engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production of portfolio quality works. Students use a variety of media to create realistic and abstract sculptures utilizing subtractive and additive processes of carving, modeling, constructing, and assembling. Several writing assignments enhance an historical approach to the assimilation of methods and materials sculptors have used. As in all art classes, time management and craftsmanship are key sources for evaluation. A portfolio of each student's work is kept on file in the art office.

Sculpture II

Grade 9-12

Term Length 1

Credit 1

Prerequisite: Sculpture I.

Students in Sculpture II build on the knowledge and skills gained in Sculpture I and engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production of portfolio quality works. Students use a variety of media to create realistic and abstract sculptures utilizing subtractive and additive processes of carving, modeling, constructing, and assembling. Several writing assignments enhance an historical approach to the assimilation of methods and materials sculptors have used. As in all art classes, time management and craftsmanship are key sources for evaluation. A portfolio of each student's work is kept on file in the art office.

Music History and Appreciation

Grade 9-12

Term Length 1

Credit 1

Students taking this course receive instruction designed to explore music and major musical style periods through understanding music in relation to both Western and Non-Western history and culture. Activities include but are not

limited to: (1) listening to, analyzing, and describing music; (2) evaluating music and music performances; and (3) understanding relationships between music and the other arts, as well as disciplines outside the arts.

Piano and Electronic Keyboarding

Grades 9-12

Term Length 1

Credit 1

High School students taking this course are offered keyboarding classes including piano and electronic keyboard in order to develop music proficiency and musicianship. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Students (1) perform with correct posture, hand position, fingering, rhythm and articulation; (2) compose and improvise melodic and harmonic material; (3) create and perform simple accompaniments; (4) listen to, analyze, sight-read, and study literature performed; (5) study the elements of music as exemplified in a variety of styles, and; (6) make interpretive decisions when playing music. *This course allows for successive semesters.*

Theatre Arts I

Grade 9-12

Term Length 1

Credit 1

This course is designed to introduce students to both the performance and technical aspects of theatre. Students will use research, analysis, and creativity to understand and create performances, costumes, and sets. Students will explore the history and culture of theatre, careers in theatre, the value of theatre in a community, stage management, and all aspects of what goes into creating a theatrical work. Along with developing acting and stagecraft skills, students will analyze and evaluate a dramatic work.

Advanced Theatre Arts I

Grade 9-12

Term Length 1

Credit 1

Prerequisite: Theatre Arts

Instruction in this course builds upon and expands the components developed in the prerequisite Theatre Arts course. It further develops the student's knowledge of dramatic works, history and culture, traditional and nontraditional performances, script analysis and character observation, careers and community, and integrated studies.

Introduction to Engineering Design - (PROJECT LEAD THE WAY)

Grade 8-10

Term Length 2

Credit 2

*Prerequisites: A **B** average (or better) in Algebra I or written permission from instructor.*

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

Principles of Engineering - (PROJECT LEAD THE WAY)

Grade 9-10

Term Length 2

Credit 2

Prerequisites: Introduction to Engineering Design

Principles of Engineering is a broad-based survey course designed to help students understand the field of engineering and engineering technology and its career possibilities. Students will develop engineering problem solving skills that are involved in postsecondary education programs and engineering careers. They will also learn how engineers address concerns about the social and political consequences of technological change.

Digital Electronics - (PROJECT LEAD THE WAY)

Grade 10-12

Term Length 2

Credit 2

Prerequisites: Completion of Principles of Engineering

Digital Electronics is a course of study in applied digital logic that encompasses the design and application of electronic circuits and devices found in video games, watches, calculators, digital cameras, and thousands of other devices. Instruction includes the application of engineering and scientific principles as well as the use of Boolean algebra to solve design problems. Using computer software that reflects current industry standards, activities should provide opportunities for students to design, construct, test, and analyze simple and complex digital circuitry.

Principles of Biomedical Sciences - (PROJECT LEAD THE WAY)

Grade 9-10

Term Length 2

Credit 2

Prerequisites: Completion of Algebra I and Biology I with a 71% or better.

Student work involves the study of human medicine, research processes and an introduction to bioinformatics. Students investigate the human body systems and various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. A theme through the course is to determine the factors that led to the death of a fictional person. After determining the factors responsible for the death, the students investigate lifestyle choices and medical treatments that might have prolonged the person's life. The course is designed to provide an overview of all the courses in the Biomedical Sciences and to lay the scientific foundation necessary to student success in the subsequent courses.

Qualifies as a CORE 40 Life Science credit.

Technical Communication

Grade 9-12

Term Length 1

Credit 1

Prerequisites: Strong language skills and a C average or better in previous English.

Concepts taught in Tech Comm will focus on the writing process through research, narrative, expository, persuasive, and creative approaches. Students taking the course will also demonstrate a fluent command for vocabulary, English language conventions, research and organizational skills, an awareness of audience and the purpose of writing and style. The instruction-taking place in this course-will include team projects, class and small group discussions, case studies and scenarios, community-based projects, technology application, and business experiences.

A one credit course based on Indiana's Academic Standards for English

Student Publications

Grade 9-12

Term Length 2

Credit 2

Prerequisites: Successful completion of journalism course, strong language skills, a B average or better in previous English courses and/or teacher recommendation, and successful completion of application process.

This course provides the study of and practice in gathering and analyzing information, interviewing, and note taking for the purpose of: (1) writing, (2) editing, (3) publishing for print, (4) marketing, and (5) advertising. Student publications offers practical training in publishing the school newspaper and yearbook. This course includes instruction and practice in effective journalistic writing forms and techniques as well as layout, design, and typography. The concepts of responsible and civic journalism are also discussed. Students will become familiar with and use in their writing a publishing style guide called the *Associated Press Stylebook and Libel Manual*. Word processors and desktop publishing technology will be used to support the journalism curriculum. Students will also be expected to spend time outside of class in a variety of capacities including, but not limited to covering events by taking pictures, conducting interviews, selling advertisements, promotion of publications, and at least one night a month for completing publication deadlines. Each student will also be responsible for participating in fund raising activities. *This course allows for successive semesters.*

Speech

Grade 9-12

Term Length 1

Credit 1

Speech provides the study of and practice in the basic principles and techniques of effective oral communication. During this course, students practice different types of oral presentations including: instructional, demonstration, informative, persuasive, impromptu, and debate. Students learn to use gestures, tone, and vocabulary appropriate to the audience and purpose. This course emphasizes research using technology and careful organization and preparation. Students also practice and develop critical listening skills.

A one credit course based on Indiana's Academic Standards for English

Accounting I

Grade: 9-12

Term Length 2

Credit 2

Accounting is a beginning level business finance course that introduces principles and procedures for proprietorships, partnerships, and corporations using double-entry accounting with emphasis on accounting principles as they relate to both manual and automated financial systems. This course will involve analyzing and recording business transactions and preparing, analyzing and interpreting financial reports as a basis for decision-making. Instructional strategies will include the use of projects, simulations, and real world experiences to apply accounting theories and principles.

Introduction to Business (formerly Business Foundations)

Grade: 9-12

Term Length 2

Credit 2

Introduction to Business introduces students to the world of business, including the concepts, functions, and skills required for meeting the challenge of operating a business in the twenty-first century on a local, national, and/or international scale. The course covers business management, entrepreneurship, marketing fundamentals, and business ethics and law. The course further develops business vocabulary and provides an overview of business and the role that business plays in economic, social, and political environments.

Digital Citizenship (formerly Computer Applications)

Grade: 9-11

Term Length 1

Credit 1

Prerequisites: Keyboarding skills recommended

Digital Citizenship is a business course designed to provide the student with instruction in word processing, spreadsheet, and presentation software. Microsoft Office programs such as Word, Excel, and PowerPoint will be the primary focus of this course. Instructional strategies will include computer/technology application, collaborate instruction, projects, problem solving, and critical thinking activities.

Introduction to Communications (IVY TECH Fundamentals of Design)

Grade: 9-12

Term Length 1

Credit 1

****IVY Tech Dual Credit is available**

This course introduces students to fundamental design theory. Investigations into design theory and color dynamics will provide experiences in applying design theory, ideas and creative problem solving. Provides design experiences in applying design theories and concepts, and creative problem solving. Software used: Adobe InDesign, Illustrator, Dreamweaver, and Photoshop.

Graphic Design & Layout (IVY TECH Introduction to Computer Graphics)

Grade: 9-12

Term Length 1

Credit 1

****IVY Tech Dual Credit is available******Completion of Introduction to Communications is recommended but not required**

This course introduces students to fundamental computer graphics in visual communications. The initial focus of the course is on basic computer terminology and use, mastering fundamental skills, and developing efficient working styles. These skills are further developed through work with vector-based and page layout software used in the professional visual communications industry. Software used: Adobe InDesign and Adobe Illustrator.

Introduction to Agriculture, Food, and Natural Resources

Grade 9-12

Term Length 2

Credit 2

Introduction to Agriculture, Food, and Natural Resources is a semester long course that is highly recommended as a prerequisite and foundation for all other agricultural classes. The nature of this course is to provide students with an introduction to careers and the fundamentals of agricultural science and business. Areas to be covered include: agricultural literacy, its importance and career opportunities, plant and soil science, horticulture and landscape management, agricultural biotechnology, agricultural science and business tools and equipment, basic principles of employability in the agricultural/horticultural industry, basic agribusiness principles and skills, developing leadership skills in agriculture (FFA), and supervised experience in agriculture/horticulture purposes and procedures. Student learning objectives are defined. Instruction includes not only agriculture education standards but many academic standards are included through the use of “hands-on” problem-solving individual and team activities.

Animal Science

Grade 9-12

Term Length 2

Credit 2

Prerequisites: Introduction to Agriculture, Food, and Natural Resources

This course provides students with an overview of the field of animal science. Students participate in a large variety of activities and laboratory work including real and simulated animal science experiences and projects. Areas that the students study may be applied to both large and small animals. Topics to be addressed include: anatomy and physiology, genetics, reproduction and biotechnology, nutrition, aquaculture, careers in animal science, animal health, meeting environmental requirements of animals, and management practices for the care and maintenance of animals.

NOT for SCIENCE CREDIT*Landscape Management**

Grade 9-12

Term Length 2

Credit 2

Prerequisites: Introduction to Agriculture, Food, and Natural Resources

Landscape Management is a semester long course that provides the student with an overview of the many career opportunities in the diverse field of landscape management. Students are introduced to the procedures used in the planning and design of a landscape using current technology practices, the principles and procedures involved with landscape construction, the determination of maintenance schedules, communications, management and employability skills necessary in landscaping operations, and the care and use of equipment utilized by landscapers. Upon completion of the program plus learning and demonstrating other skills, students have the opportunity to receive an industry approved State Certificate of Mastery in Landscape Management.

Plant and Soil Science

Grade 9-12

Term Length 2

Credit 2

Prerequisites: Introduction to Agriculture, Food, and Natural Resources

Plant and Soil Science is a semester 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.