

WOODMORE HIGH SCHOOL



Wildcat Pride

Course Description Guide
2017-18

TABLE OF CONTENTS

Mission Statement.....	3
Preface.....	3
Master Schedule.....	3
Interpretation of the Course Descriptions.....	3
Explanation of College Preparatory Curriculum	3
Woodmore’s Graduation Requirements – 2018	4
Woodmore’s Graduation Requirements – 2019 & Beyond.....	5
Guidelines for Credit Per Year.....	5
Diplomas and Graduation.....	5
Midyear Graduation.....	6
High School Honors Diploma.....	6
Recommended Academic Load.....	6
Make-up Credits/Credit Recovery.....	6
Academic Honors	6
National Honor Society.....	6
Penta Career Center.....	7
Graduation Requirements for Woodmore Penta Students.....	7
Career Center Honors Diploma.....	7
College Credit Plus.....	7
Independent Study/Credit Flex Option.....	7
Counselor Role.....	8
Schedule Changes.....	8
College /Career Visitation.....	8

Course Descriptions by Department:

Business/Technology.....	9
Fine and Performing Arts Department.....	9
Health/Physical Education Department.....	11
Language Arts Department.....	12
Foreign Language.....	15
Mathematics Department.....	15
Science Department.....	17
Social Studies.....	18
Industrial Technology.....	20
Agricultural Education.....	21

*******Due to scheduling constraints, staffing and funding, course offerings and other items in this Course Description Guide are subject to change after the time of publication.*******

MISSION STATEMENT

The Mission of the Woodmore Local School District, committed to the pursuit of excellence and lifelong learning, is to challenge each individual to develop to his or her fullest potential by providing a dynamic learning environment, a variety of innovative experiences, a caring, progressive staff, and an involved community.

In Partnership with Home and Community, the Mission of Woodmore High School is to guide our students through comprehensive learning experiences in a safe and disciplined environment.

PREFACE

This course description guide has been prepared for students and their parents in an effort to assist students in determining the courses which not only satisfy requirements, but best suit the individual's goals, interests, aptitudes and abilities. To assure the greatest possible school success, each student should consider his/her aptitudes and future plans before selecting courses. Decisions made today may well influence the level of success an individual will experience in future educational and/or employment endeavors.

Opportunities will exist for parents as well as students to consult with counselors regarding concerns not addressed in this booklet or for issues needing clarification. Group counseling sessions and individual conferences are scheduled for this purpose.

Education is the means by which we are prepared to fulfill our roles as individuals and responsible members of society. It is the student's responsibility to take advantage of these educational opportunities and to achieve his/her potential.

The courses listed in this course description guide represent the current course options for Woodmore High School students. **The courses scheduled are dependent on approval by the Board of Education, enrollment numbers, and availability of personnel.**

MASTER SCHEDULE

Students and parents should be aware of the procedures used to develop a master schedule. This schedule is developed annually after knowing what courses are to be taught and the number of students interested in each course.

Each year, students and parents work cooperatively to make course selections for the next grade level. A great deal of time and thought should be used in making these decisions since the following school year's master schedule is based upon the results of these selections. If students want to change their schedules at a later date, it may be difficult to accomplish. By carefully selecting their courses now, students will have more opportunities to schedule their desired courses and avoid future scheduling problems.

Students should be certain to schedule all required courses for their grade levels before selecting elective courses. They should also have met the prerequisites before selecting the next level of a course sequence. Regardless of grade classification, all required courses should be selected first to insure completion of graduation requirements.

The counselors will be available to assist with any problems or difficulties that develop. Please do not hesitate to ask for assistance.

INTERPRETATION OF THE COURSE DESCRIPTIONS

Course Descriptions are provided which briefly summarize goals, objectives, and general content of each course offered in Woodmore's curriculum. Reading these descriptions should assist students and parents in the course selection process.

Course Prerequisites and Grade Levels are listed for each course described. These prerequisites and grade level recommendations should be viewed as guidelines for the course selection process.

Course Length (semester or full year) and the **credit value** for each course are also provided. Students should verify their credit status in relation to graduation requirements. (See graduation requirements, page 5.)

EXPLANATION OF COLLEGE PREPARATORY CURRICULUM

The following are brief descriptions of the recommended areas of college preparatory course work as endorsed by the council of admission officers of the state-assisted universities in Ohio.

College Preparatory English: English course work should allow the student to develop a basic command of language, sentence, paragraph, and essay skills through reading and writing. Any writing experience should allow for logical development and organization and should be recursive in nature. Practice should be stressed to achieve competency. Key writing characteristics should be covered, including language and diction, grammar and mechanics, sentence structure, paragraph structure, and writing organization. Course work should provide students with substantial opportunity to develop strong communication skills in expository writing using Edited American English. The development of reading skills is also important. Analysis of literature might encompass thesis recognition, use of paraphrasing, analyzing and evaluating ideas, and relating personal viewpoints through discussion. Any study of literature would probably also involve the analysis of character, plot, image, symbolism, theme, point of view, and structure. In addition, students should study significant works of American and world literature, become proficient readers, and learn basic library research processes and strategies.

College Preparatory Mathematics: The minimum core of mathematics, required for general admission by state-assisted institutions of higher education in Ohio and endorsed by the Ohio Section of the mathematical Association of America, essentially consists of three units, based upon (a) the traditional sequence of Algebra I, Geometry, and Algebra II, or (b) an alternative curriculum for college-intending students as recommended by the National Council of Teachers of Mathematics (NCTM) in its *Curriculum and Evaluation Standards* and interpreted by the Ohio Department of Education in its Model Competency-Based Mathematics Program. Any combination of three units that develop the same concepts, skills, and understandings found in the traditional sequence or the alternative curricula would be fully acceptable. However, college-preparatory mathematics courses in "experimental," "integrated," "technical," or "unified" curricula are not always recognized by admissions counselors. Therefore, high schools must be willing to certify that such courses include the necessary concepts, skills, and understandings among their educational goals. It is the responsibility of the principal and/or guidance counselors of each high school to confer with their mathematics faculty and confirm which three-course mathematics sequences meet the above criteria. Alternative sequences that constitute a

minimum core of college preparatory mathematics should be indicated on a student's transcript. All college-intending students, regardless of their perceived interests or prospective majors, should experience mathematics in their senior year so that they may be ready for the competitive challenges that lie ahead. A fourth unit of college-preparatory mathematics is recommended. Each institution of higher education will determine appropriate procedures whereby students admitted without the minimum core of mathematics described above can remove their deficiencies. These procedures will be described in the undergraduate bulletins of the respective institutions. **Algebra I:** Basic topics including linear equations and systems of equations, integer exponents, polynomial products, factoring, together with the analysis and solution of word problems. **Geometry:** Basic properties of geometric figures in two and three dimensions, applications of geometric formulas, right triangle, trigonometry, basic postulates of Euclidean geometry, and construction of proofs of geometric theorems. Experience in visualizing and drawing in two and three dimensions is important. **Algebra II:** Extensions of Algebra I including quadratic equations (and the method of completing the square), complex numbers, polynomials, rational expressions, graphs of functions, fractional exponents, radicals, linear and quadratic inequalities, absolute value inequalities, arithmetic and geometric sequences, the binomial theorem, together with the analysis and solution of word problems. **Fourth-Year Recommendations:** Some high schools also are able to offer a course in probability and statistics, or in computer programming, or in pre-calculus or calculus. These courses are valuable college preparatory courses for students who can take them in addition to the courses described above.

College Preparatory Science: Science course work should stress an inquiry method of learning that will allow the student to synthesize scientific ideas through problem solving. Utilization of facts is most important. Courses should strive for an analytical approach that is objective and logical. Course content should cover identifying and defining scientific problems, suggesting hypotheses, interpreting data, doing quantitative and symbolic reasoning, making comparisons, distinguishing facts from hypotheses and opinions, and applying scientific principles and laws. Significant student's laboratory experiences should be part of each course to reinforce concepts. Such exploratory and investigative activities should employ observation, measurement, quantification, and estimation skills. Finally, it is essential that course work allow the student to become familiar with scientific vocabulary through the reading of magazines and books in the field and through the writing of reports.

College Preparatory Social Studies: Social studies course work should enable students to develop an idea of how their cultural heritage evolved. It should provide knowledge of how they can participate in our democratic process and how our democratic institutions interact with our free enterprise system. Such course work should facilitate the development of problem-solving learning skills, objective analysis, historical research and writing, inquiry techniques, discussion skills, tolerance of conflicting viewpoints, note taking, and essay composition. In addition, courses should also provide in-depth study, incorporate significant library usage, and emphasize extensive report writing.

Foreign Language: Foreign language course work should focus on listening, speaking, reading, and writing skills. A fundamental ground in grammar and syntax is desired. Conversational experience with a firm understanding of such discourse is important. In addition, students should be able to express their thoughts in written form in the chosen foreign language.

The Arts: Appropriate fine arts experiences for high school students preparing for college should include essential content in the following: (a) creating or performing works of art, (b) understanding the history of the arts, and/or (c) responding to the aesthetic features of works of art. All of the Ohio state-assisted institutions with an arts requirement will accept the following courses: visual arts, including drawing and painting, printmaking, sculpture, and other three-dimensional media, photography, cinema; music, including vocal, instrumental, theory, composition; theatre and drama, including performance, production; dance, including performance, choreography; multidisciplinary arts, including courses with two or more arts areas, aesthetic education, humanities, arts appreciation.

WOODMORE'S GRADUATION REQUIREMENTS FOR CLASS OF 2018

House Bill 487 updated Ohio's graduation requirements to ensure that all students are ready for success in college and work. The new requirements take effect with students entering ninth grade in the 2014-2015 school year (Class of 2018). Additionally, every student in the Class of 2018 and beyond will have the opportunity to take a nationally-recognized college admission exam free of charge in Grade 11. The honors diploma remains another option for students.

Graduation requirements are specific. All Woodmore graduates must pass all parts of the required state tests and earn a minimum of twenty-one (21) credits. Graduation requirements include:

- Four (4) credits in English-English I, II, III, IV; or equivalent
- Three (3) credits in social studies (to include World Studies, U.S. History, Economics & Financial Literacy, and American Government)
- Four (4) credits in mathematics; to include: Algebra I, Geometry, Algebra II and an additional math.
- Three (3) credits in science; (inquiry-based laboratory experience) to include: Physical Sciences, Biology, advanced study in one or more of the following: Chemistry, Physics, or other Physical Science, Advanced Biology or other Life Science.
- One-half (1/2) credit in health;
- One-half (1/2) credit in physical education;
- Six (6) elective credits, one of which must be Fine Arts

These are the minimum standards. Students are encouraged to maximize their educational experience relative to their goals, abilities and aptitudes.

In addition to the Credit Requirements – New Next Generation Testing Requirements

All students take end-of-course exams:

- Algebra I and geometry or integrated math I and II
- Physical science (2018 only) or Biology (students will receive the higher of the two test scores)
- American history and American Government
- English I and English II

Students studying Advanced Placement (AP), International Baccalaureate (IB) or taking dual enrollment courses in American History or American Government may take assessments aligned to those courses in lieu of end-of-course exams to avoid double testing.

WOODMORE'S GRADUATION REQUIREMENTS FOR CLASS OF 2019 & Beyond

House Bill 487 updated Ohio's graduation requirements to ensure that all students are ready for success in college and work. The new requirements take effect with students entering ninth grade in the 2014-2015 school year (Class of 2018). Additionally, every student in the Class of 2018 and beyond will have the opportunity to take a nationally-recognized college admission exam free of charge in Grade 11. The honors diploma remains another option for students.

Graduation requirements are specific. All Woodmore graduates must pass all parts of the required state tests and earn a minimum of twenty-four (24) credits. Graduation requirements include:

- Four (4) credits in English-English I, II, III, IV; or equivalent
- Three (3) credits in social studies (to include World Studies, U.S. History, Economics & Financial Literacy, and American Government)
- Four (4) credits in mathematics; to include: Algebra I, Geometry, Algebra II and an additional math.
- Three (3) credits in science; (inquiry- based laboratory experience) to include: Physical Sciences, Biology, advanced study in one or more of the following: Chemistry, Physics, or other Physical Science, Advanced Biology or other Life Science.
- One-half (1/2) credit in health;
- One-half (1/2) credit in physical education;
- Nine (9) elective credits, one of which must be Fine Arts

These are the minimum standards. Students are encouraged to maximize their educational experience relative to their goals, abilities and aptitudes.

In addition to the Credit Requirements – New Next Generation Testing Requirements

All students take end-of-course exams:

- Algebra I and Geometry
- Biology
- American history and American government
- English I and English II

Students studying Advanced Placement (AP), International Baccalaureate (IB) or taking dual enrollment courses in physical science, American history or American government may take assessments aligned to those courses in lieu of end-of-course exams to avoid double testing.

All Students Graduating in 2018 or Beyond

Three Pathways to Graduation: New Students must meet one of the following pathways to meet the graduation requirements

1. Earn a cumulative passing score on seven end-of-course exams. The scores will be set by the State Board of Education.
2. Earn a "remediation-free" score on a nationally recognized college admission exam such as ACT or SAT. The state of Ohio will pay for all 11th-grade students in the Class of 2018 and beyond to take the exam free of charge.
3. Earn a State Board of Education-approved, industry recognized credential or a state-issued license for practice in a career and achieve a score that demonstrates workforce readiness and employability on a job skills assessment.

GUIDELINES FOR CREDIT PER YEAR FOR CLASS OF 2017-18

Students in the high school should earn a minimum of 5.25 credits per year. In order to earn credits for graduation in a timely fashion, the following is an academic guideline for minimum accumulated credits.

TO ENTER:

Grade 9	Promoted/placed in 9 th grade
Grade 10	Accumulated total of 5.25 credits
Grade 11	Accumulated total of 10.50 credits
Grade 12	Accumulated total of 15.75 credits
Graduation	Minimum of 21 credits in specified subjects and pass all parts of required state tests.

GUIDELINES FOR CREDIT PER YEAR FOR CLASS OF 2018 and Beyond

Students in the high school should earn a minimum of 6 credits per year. In order to earn credits for graduation in a timely fashion, the following is an academic guideline for minimum accumulated credits.

TO ENTER:

Grade 9	Promoted/placed in 9 th grade
Grade 10	Accumulated total of 6 credits
Grade 11	Accumulated total of 12 credits
Grade 12	Accumulated total of 18 credits
Graduation	Minimum of 24 credits in specified subjects and pass all parts of required state tests.

DIPLOMAS AND GRADUATION

All students must have fulfilled all graduation requirements in order to earn their diplomas and participate in graduation exercises. This means earning 21 or 24 credits (depending on the students graduation year, see prior section) or more in the described subject areas and passing all parts of required state tests. Students who wish to go through graduation must notify, in writing, how they want their name to appear on the diploma by January 1st of each year and must fulfill all financial obligations due the district. All students who wish to go through the graduation ceremonies must have a cap and gown and attend MANDATORY graduation practice. In special circumstances a student who cannot be at graduation practice, must get approval from the principal prior to practice.

MIDYEAR GRADUATION

Senior midyear graduation will be offered to Woodmore High School students. To qualify, students must meet the following criteria:

- A written request must be initiated, and then approved by the parent, prior to the beginning of the student's seventh (7th) semester.
- The student must have maintained acceptable attendance and academic performance.
- The student and parent must present an acceptable purpose or goal.
- The student must have completed all graduation requirements set forth by the Woodmore Board of Education.
- The written request must be approved by the high school principal following a conference with the student, parent, and guidance counselor.
- The request must be approved by the Board of Education at the August/September Board meeting.
- Upon midyear separation, students will relinquish their rights to participate in all school activities.
- The student is encouraged, but not required, to participate in the commencement exercise.

HIGH SCHOOL HONORS DIPLOMA

Students who meet the following criteria will receive a Diploma with Honors.

To earn a diploma with honors a student must:

✓ Meet at least seven out of eight of the following criteria:

1. Earn four units of English
2. Earn four units of mathematics including at least Algebra I, Algebra II, Geometry and another high level course.
3. Earn four units of science including Physics and Chemistry.
4. Earn four units of social studies.
5. Earn 3 (three) units, of world languages (three units of one world language or 2 units each of two different languages).
6. Earn 1 (one) unit of fine arts.
7. Maintain an overall high school grade point average of at least 3.5 on a four point scale.
8. Obtain a composite score of 27 on the ACT or an equivalent composite score of 1210 on the SAT. (Neither composite will include the WRITING test scores.)

*Diploma with Honors requirements pre-suppose completion of all high school diploma requirements including ½ credit in physical education and ½ credit in health.

RECOMMENDED ACADEMIC LOAD

All students must carry a course load of 7 class periods on a 8 period day. If more students than can be accommodated should request an elective, every effort will be made to give seniors preference. In rare situations students may petition for an additional period of study hall. This may be considered if a student is taking an extremely rigorous course load. (i.e. numerous advanced placement classes or college classes.)

MAKING-UP CREDITS/CREDIT RECOVERY

If a student fails a course that is required for graduation, he/she must recover the credits through an approved program of study. A student may either attend an approved summer school program or enroll in online coursework through Woodmore's Virtual Learning Academy. A student will not be reassigned to recover the credit in a regularly scheduled class.

ACADEMIC HONORS

Each nine weeks the Honor Roll is determined. Students must have a GPA between 3.0-3.79 to qualify for the Honor Roll and 3.80-4.0 to be on the High Honor Roll. **A grade of "D" in any subject disqualifies a student for inclusion on the Honor or High Honor Roll.**

NATIONAL HONOR SOCIETY

Sophomores and juniors may gain membership into Woodmore's Chapter of the National Honor Society by displaying outstanding scholarship, leadership, character, service, and school involvement. Those with an accumulative GPA of 3.5 or higher will be notified in the spring of the school year and given the opportunity to complete an activity form and essay to be considered for membership. Eligible students will be evaluated on the equal basis of leadership, character, community and school involvement, and service by an appointed faculty council. Once membership is bestowed upon a student, he/she has the responsibility to continue to demonstrate these qualities.

Members will be inducted into the chapter, where they will receive a pin of recognition. For graduation, each member will be given a sash of distinction. Members shall participate in group service projects, fund raisers, and a field trip. Yearly membership dues are required.

PENTA CAREER CENTER

Students are introduced to Penta Career Center's curriculum options during their freshmen year. Penta is a valuable extension of Woodmore High School. Through this cooperative venture, Woodmore students may choose to pursue one of the numerous vocational programs housed at Penta. Students that are applying to Penta still need to complete a Woodmore Schedule Request Form.

Sophomore Exploratory Program

Arts & Communications – Interactive Media

Human Services - Cosmetology, Culinary Arts, Early Childhood Education, Hair Design, Public Safety/Criminal Justice, Public Safety/EMT-Fire Science, Teaching Professions (Seniors only)

Business, Management & Information Technology - Computer Hardware/Networking, Digital Video Production, Geographic Information Systems (GIS), Marketing Education, Medical & Legal Office Management

Industrial & Engineering Systems - Advanced Manufacturing Technologies, Automotive Collision Repair, Automotive Technology, Computer-Aided Design, Construction Carpentry, Construction Electricity, Construction Masonry, Construction Remodeling, HVAC/R Piping Systems Technology, Welding

Environmental & Agricultural Systems - Alternative Energy Technology, Floral Design/Greenhouse Production, Gas & Diesel Engine Systems, Landscape & Turf-grass Management, Small Animal Care

Health Services - Dental Assistant, Exercise Science/Sports Health Care, Medical Technologies

Please refer to the Penta website <http://www.pentacareercenter.org/> for new or updated programs.

Interested students and their parents are requested to visit the campus as part of the application process. Students applying to Penta are expected to complete the following graduation requirements while at Woodmore: two (2) credits in English; two (2) credits in social studies; two (2) credits in math; two (2) credits in science; one-half (1/2) credit or two (2) courses in physical education; one-half (1/2) credit in health and one (1) credit in fine arts. (These are adjusted for students who are accepted in the Sophomore Exploratory Program.)

Those students who attend Penta may continue to participate in the activities of their home school. These activities include: athletic teams, class and club activities, student council membership, school-sponsored activities such as dances, sales, some assemblies, honor roll, etc.

GRADUATION REQUIREMENTS FOR WOODMORE PENTA STUDENTS

Penta students are Woodmore students and therefore must fulfill the same graduation requirements as any Woodmore student. See page 5 for specific graduation requirements.

CAREER CENTER HONORS DIPLOMA

The student who completes at least two years of vocational or technical education curriculum in high school can earn a career center honors diploma by meeting at least seven of the following ten criteria:

1. Earn four units of English which may include one unit of applied communication.
2. Earn four units of mathematics: including Algebra I, Geometry, Algebra II or equivalent and another higher level course or a four-year sequence of courses that contain equivalent content
3. Earn four units of science including physics and chemistry.
4. Earn four units of social studies
5. Earn four units of Career-Technical minimum. Program must lead to an industry recognized credential, apprenticeship or be part of an articulated career pathway which can lead to post secondary credit.
6. Maintain an overall high school grade point average of at least a 3.5 on a 4.0 point scale up to the last grading period of the senior year
7. Achieve the proficiency benchmark established for the appropriate Ohio Career-Technical Competency Assessment or the equivalent
8. Obtain a composite score of 27 on the ACT or an equivalent composite score of 1210 on the SAT.

COLLEGE CREDIT PLUS

What is it? Eligible students can take a course and earn high school and college credit that appears on both their high school and college transcripts. Teachers who teach a College Credit Plus course in a high school must receive professional development and be an adjunct professor at a college or university. All courses offered through College Credit Plus—even courses offered in the high school—must be the same course that the college offers. The course must apply to a degree or professional certificate. College Credit Plus replaces the Post-Secondary Education Option, also known as PSEO, and redefines “alternative dual enrollment” programs as advanced standing programs.

Why? Ohio needs more students who graduate college- and career ready. College Credit Plus increases access for students who have not taken full advantage of the opportunity to earn college credits while in high school.

Where? The student is enrolled in both high school and college and can attend the class in any setting arranged by the college.

Who? Ohio public school districts and Ohio public colleges and universities must participate in College Credit Plus. Nonpublic high schools and colleges or universities may choose to participate. To be eligible, students must meet the admission standards of the participating college or university to which they apply for enrollment.

When? College Credit Plus started in the 2015-2016 school year.

How does a student get started? All participating public and private high schools, colleges and universities must promote College Credit Plus opportunities on their websites. Additionally, they will hold an annual informational event for students and parents.

Cost: There is no cost for the student to participate in College Credit Plus when the student is enrolled in a public college or university. The high school and college or university share the cost for the course. Students who fail a course or drop a class after the drop deadline may incur tuition and book fees from the district. Students choosing to enroll in a participating private college or university might incur costs.

Parents and students should attend the College Credit Plus informational meeting in February and must notify their high school by April 1st of their intent to participate in this program.

Woodmore High School will be partnering with one or more local colleges or universities in hopes of trying to offer some of College Credit Plus course on the Woodmore Campus. More information will be released during the next few months.

INDEPENDENT STUDY/CREDIT FLEX OPTION

An Independent Study Program is designed for students who have demonstrated a high degree of motivation and the ability to work independently and who have an interest in furthering their knowledge in a specific area.

Independent Study may be offered on a semester or yearly basis. Students may elect to spend a maximum of five periods per week on an independent study program. **Only one independent study project may be pursued at one time and the study may not be in an area where a course is already available to the student.**

To enroll in the Independent Study Program, a student must submit an application for Independent Study, in the Spring along with his/her course registration materials which may be secured from the guidance counselor. The application must be accompanied by an Independent Study Proposal, prepared by a teacher-sponsor employed by the Woodmore District, which states the topic of problem to be studied, the reason for undertaking the study, the method or methods to be used for evaluation, and a listing of texts and resources to be used. Applications must be approved by the building principal, the superintendent, and the parent.

With the Credit Flexibility Plan, students will be allowed to show that they know and are ready to move on to higher-order content, and to learn subject matter or earn course credit in ways not limited solely to seat time or within the walls of a school building. Students may earn credits by a) completing coursework; b) testing out or demonstrating mastery of course content; or c) pursuing one or more "educational options: (e.g. distance learning, educational travel, independent study, community service are some examples). Woodmore School Administration and Faculty will determine the minimum requirements needed to earn credit.

COUNSELOR ROLE

Your high school counselor can:

- ✓Provide direct counseling services to students individually and in support groups.
- ✓Provide education and support services to parents
- ✓Provide consultation services to teachers
- ✓Provide staff in-service
- ✓Facilitate referrals to community support services
- ✓Advise students concerning academic planning
- ✓Provide career guidance to students
- ✓Provide career information to parents
- ✓Maintain an up-to-date library of career and post-secondary school information
- ✓Network with post-secondary schools
- ✓Serve on school and community committees addressing the needs of young people

SCHEDULE CHANGES

Each year a new master schedule is created to accommodate students' course requests made during the previous school year. Faculty members are employed, textbooks are purchased and rooms are assigned on the basis of these requests.

By the time a student reaches high school age, he/she should be mature enough to make decisions regarding class requests. The school counselor is available to aid when necessary, and students are urged to communicate with their parents regarding their schedule. During scheduling students are encouraged to take the necessary time to make wise decisions in order to avoid changes being made the following year. The following practice has been established regarding schedule changes.

Requests for changes in student schedules are submitted to counselors. School counselors will review the possibility and appropriateness of all requests. Requests must be approved by the principal. **Students and parents are asked to carefully select the courses that will best meet the needs of the students at the very beginning of the scheduling process.** A great deal of assistance is available through the guidance professionals in this process, and the student or parent need only make an appointment to receive help. These course selections are used immediately to make staff assignments for the coming year as well as to determine when the various courses will be offered. For these reasons all requests are considered final and may only be adjusted for a very good reason.

ACCEPTABLE REASONS FOR CLASS CHANGE

1. The course the student requested was not offered or it was offered at a time that would not fit into the student's schedule.
2. A medical, emotional, or family emergency indicates that a change is in the best interest of the child.
3. The student followed the recommendations of the teacher and guidance personnel, but it is determined that he/she has been misplaced in one or more classes.
4. The student has recently moved into the school district, and it has been determined that he/she has initially been inappropriately placed in one or more classes.
5. The student is found to not meet the prerequisite for a course he/she is scheduled into.
6. The student fails the first semester of a year course and the teacher, counselor and principal feel that he/she should drop the second semester to pick up another course.
7. The senior student fails a course required for graduation first semester and needs to drop a second semester course to have room to repeat the required course second semester.
8. The student is failing a course at mid-term or quarter and the teacher feels that after considerable effort on the part of the student and the teacher that the student is still unsuccessful. Counselor and principal must concur.

Counselors may contact teachers, administrators, or parents to determine appropriateness of requests. Notification of students added or dropped will be submitted to teachers on add/drop forms. Teachers may not add or release students from classes prior to receiving notification from school counselors.

Students are to make changes in schedule requests by Friday, May 31, 2017. Students adding classes are responsible for making up missed work. Students dropped from a class with approval will be issued a "W" withdrawal grade and receive no penalty.

Students dropped from class after the second week of the eighteen week grading period will receive an F grade on their permanent record. In cases where intervention has been employed, and personnel involved determine that it is not meeting the needs of the individual, the student may be dropped with a "W"

COLLEGE/CAREER VISITATION

College-bound juniors and seniors may request up to three (3) excused college visitations while in high school. Individually arranged visitations are more highly recommended than the mass campus tours. If arrangements are self-made, the counselor will request a college number and contact person for verification purposes. Completed applications must be returned to the guidance office at least three (3) days before the requested date of visit. Approval is subject to student's attendance, grades and school events scheduled during the time of the request. The counselor may also arrange career-related visits to further enhance students' knowledge of the world of work.

COURSE OFFERINGS

(Note: Due to scheduling constraints, staffing and funding, course offerings and other items in this Course Description Guide are subject to change after the time of publication).

BUSINESS/TECHNOLOGY DEPARTMENT

7030

Real World Skills

Real World Skills (course description) -- This course will be broken into four parts, with each consisting of a nine-week segment, and taught or produced by the teacher or counselor that is most qualified. It will include topics and skills that are desirable for students to possess at both the collegiate level, in the work force and in their everyday lives. In no particular order, the course will include Speech, College & Career Planning, Financial Literacy and Test Preparation (ACT, SAT, ASVAB, COMPASS). These skills were identified by both our students and parents, through the use of a survey, as the most pertinent need moving forward and will cover a broad range that will benefit students of all educational levels -- whether they are going to college, the military, the workforce or a family owned business.

Grades 11, 12

Semester - 1 Credit

Course Fee \$20 for Workbook & Career Portfolio

7050 & 7051

Computer Programming and Software Development

Students will write computer programs using Microsoft Visual Basic and design multiple real-world computer applications and games. In this course students will work with forms, variables, logic statements, common controls, events and front-end applications and procedures.

Grades 9, 10, 11, 12

Semester – 1 Credit

7040 & 7041

Multi Media

Students will gain hands-on experience using Adobe Photoshop to design and create professional, colorful and exciting posters, brochures, other media formats. Students will gain experience using Adobe Dreamweaver in developing web pages while working with CSS, text, images and links. Skills gained will include image processing, layers & effects, filters, adding sound, background colors, graphics, tables, hyperlinks, creating buttons and adding and editing video.

Grades 9, 10, 11, 12

Semester – 1 credit

FINE AND PERFORMING ARTS DEPARTMENT

6010

Art I

Art I surveys all the offerings of the art department such as drawing, painting, lettering, linoleum prints and ceramics. The course is geared towards students who have had no art experience and heavily focuses on the Basic Elements of Art. This course satisfies one (1) credit toward the fine arts or elective requirement for graduation.

Grades: 9, 10, 11, 12

Year – 1 credit

Lab Fee \$20.00

6020

Art II

Art II is designed as a continuation of Art I. This course will reinforce the Basic Elements of Art and introduce the Principles of Design. Students will strengthen their drawing skills and painting skills and expand their three dimensional awareness. This course satisfies one (1) credit toward the fine arts or elective requirement for graduation.

Grades: 9, 10, 11, 12

Year – 1 credit

Prerequisite: Art I

Lab Fee \$20.00

6015

Ceramics/Glass Work I-IV

Ceramics/Glass Work is a course provided for students who want to focus on clay production and learn about different glass techniques. Students will hand build pottery, create sculptures, learn to throw on the wheel, create glass jewelry and a variety of glass pieces. They will also gain in depth knowledge of glazing and glassware. This course will run based on the individual needs of each student. Students must have completed Art I to take this course. This course satisfies half (.50) credit toward the fine arts or elective requirement for graduation.

Grades: 9,10,11,12

Semester - .50 credit

Prerequisite: Art I

Lab fee required: \$30.00

6025

2-Dimensional Studies I-IV

2-Dimensional Studies is a course provided for students who want to focus on drawing, painting, printmaking, photography and computer art studies. This course will run on the individual needs of each student. Students should be able to work without constant supervision and be responsible for meeting deadlines. There is a heavy focus on portfolio development and the college application process for those who need it. Students must have completed Art I and Art II to take this course. This course satisfies half (.50) credit toward the fine arts or elective requirement for graduation.

Grades: 9, 10, 11, 12
Prerequisite: Art I, Art II
Lab fee required: \$20.00

Semester - .50 credit

6035

3-Dimensional Studies I-IV

3-Dimensional Studies is a course provided for students who want to focus on sculpture. In this course we can carve stone, create installations, make recycled art, learn casting, and sculpt with clay. This course will run on the individual needs of each student. Students should be able to work without constant supervision and be responsible for meeting deadlines. There is a heavy focus on portfolio development and the college application process for those who need it. Students must have completed Art I and Art II to take this course. This course satisfies half (.50) credit toward the fine arts or elective requirement for graduation.

Grades: 9, 10, 11, 12
Prerequisite: Art I, Art II
Lab fee required: \$25.00

Semester - .50 credit

6045

Photography/ Digital Photography I-IV

Photography is a course provided for students who want to focus on photographic images and computer art studies. This course will have hands on photo experiences as well as experience with digital manipulation. Students will learn limited darkroom techniques, how to make pinhole cameras, camera functions, and various computer software (Photoshop, Illustrator, etc.). They will also gain an in depth knowledge of composition, photo history, and competition. Students must have completed Art I to take this course. This course satisfies half (.5) credit toward the elective requirement for graduation.

Grades: 9, 10, 11, 12
Prerequisite: Art I
Lab fee required: \$20.00

Semester- .5 credit

6200

Symphonic Chorale

This choir has the serious musician in mind: one who is interested in singing in concerts, preparing for Solo and Ensemble contests, Large Group contests, and performing for community events. The literature used covers a wide range of classical, secular, and sacred music as well as popular, rock and jazz. The performances at school programs, concerts, and contests are a requirement for each member of this group. Additional factors in the grading process include ability, weekly participation, and written work. This class is open to any student grades 9-12 and requires a vocal audition each year. Students who are not selected by audition will be registered in Men's Chorus or Women's Chorus. This course satisfies one (1) credit toward the elective or fine arts requirement for graduation.

Grades: 9, 10, 11, 12
Specific Clothing Costs
Course fee: \$10.00

Year – 1 credit

6201

Men's Chorus

This elective course is a performing group for students who have a desire to work and a willingness to cooperate. Students must meet the criteria for Tenor/Baritone (TB) singing. This group specializes in choral works suitable for school, church, and community. The literature used covers a wide range of classical, secular, and sacred music as well as popular, rock, and jazz. Members of this group will learn literature and vocal techniques specific to the male voice. The performances at school programs, concerts, and contests are a requirement for each member of this group. Additional factors in the grading process include ability, weekly participation, and written work. This class is open to any student grades 9-12 who meets the TB criteria. An audition is **NOT** required. This course satisfies one (1) credit toward the elective or fine arts requirement for graduation.

Grades: 9, 10, 11, 12
Specific Clothing Costs
Course fee: \$10.00

Year – 1 credit

6202

Women's Chorus

This elective course is a performing group for students who have a desire to work and a willingness to cooperate. Students must meet the criteria for Soprano/Alto (SA) singing. This group specializes in choral works suitable for school, church, and community. The literature used covers a wide range of classical, secular, and sacred music as well as popular, rock, and jazz. Members of this group will learn literature and vocal techniques specific to the female voice. Performances at school programs, concerts, and contests are a requirement for each member of this group. Additional factors in the grading process include ability, weekly participation, and written work. This class is open to any student grades 9-12 who meets the (SA) criteria. An audition is **NOT** required. This course satisfies one credit toward the elective or fine arts requirement for graduation.

Grades: 9, 10, 11, 12
Specific Clothing Costs
Course fee: \$10.00

Year – 1 credit

6500

High School Marching/Concert Band

Band members will be involved in marching band, concert band, pep band, and small ensembles. Attendance is required at all rehearsals and performances for a passing grade unless student has an excused absence as defined in band guidelines. The objectives are: (1) to perform music of all styles of above-average difficulty, (2) to provide students with the means to develop expression, (3) to increase proficiency of performance, and (4) to provide music for the school and the public. Students should contact the instructor if they desire to enroll for next year. This course satisfies one credit toward the fine arts or elective requirement for graduation.

Grades: 9, 10, 11, 12

Year – 1 credit

Prerequisite: Prior experience with a band instrument

Maintenance fee if playing a school-owned instrument: \$20.00

6600

Jazz Band

Students will perform examples of popular music with a concentration on sectional playing, improvisation, jazz styling, jazz articulation, and a study of different types of jazz in history. Students will perform for school and community events. The consent of the instructor is required prior to enrolling and may include an audition. This course satisfies one credit toward the fine arts or elective requirement for graduation.

Grades: 9, 10, 11, 12

Year – 1 credit

Prerequisite: Prior experience with a band instrument and/or approval from director.

6800

Music Theory

Music Theory is designed for both the prospective college music major and the student highly interested in music composition. This course will emphasize the study of written music as well as beginner level composition, ear training and sight singing. All skills will develop from a very basic level and progress to an advanced level at a pace based on class understanding. On occasion, music history and listening will be integrated into this course. Prior knowledge of music notation is recommended, but not required. Music Theory will meet five days a week for a full year and receives one credit toward the elective or fine arts requirement for graduation.

Grades: 9, 10, 11, 12

Year – 1 credit

Lab Fee for Theory Workbook is required

Offered school year 2017-18

6301

Music History/Appreciation

Music History is designed for both the prospective college music major and the student highly interested in the history of music. This course will investigate the historical development of music as an art. Through listening and discussion, students will study advanced terminology and analyze the structure of music from the Middle Ages through the 20th Century. Students will discuss the power of music in today's world and how it affects our views on society and the environment. Prior experience with music would be helpful, but is not required. This course satisfies 1 credit toward the elective or fine arts requirement for graduation.

Year – 1 credit

Grades: 9, 10, 11, 12

Offered school year 2018-19

HEALTH/PHYSICAL EDUCATION DEPARTMENT

0100

Health

Health presents students with information on problems facing them in their young adult lives. The curriculum is developed on a decision-making approach rather than a biological approach. Students will be presented health related information with the purpose of encouraging and guiding them in the process and establishment of sound and intelligent health habits and practices. This course is required for graduation.

Grades: 9, 10, 11, 12

Semester - .50 credit

0200

Physical Education I

Physical Education I is a required course in which students participate in a variety of activities for the semester. Classes are coeducational. Students participating in Physical Education I will be engaged in a variety of team-oriented sports and activities. Knowledge and demonstration of strategies and rules will be emphasized and tested during play and written assessments. Daily fitness activities will provide the students with an opportunity to enhance their level of physical health. Fitness testing and target heart rate will also be incorporated into the program. Physical Education I will consist of the following sports and activities but not limited to: softball/whiffle ball, basketball, soccer, floor hockey, team handball, volleyball, speedball, and ultimate Frisbee. A student needs one half credit in Physical Education in order to fulfill graduation requirements.

Grades 9, 10, 11, 12

Semester - .25 credit

0300

Dance Fitness

Dance Fitness is an elective class that allows students to benefit from participating in activities such as but not limited to jazzercise, Zumba, yoga, kickboxing, and other aerobic exercises. These fitness activities lead students to incorporate healthy habits into an active lifestyle.

Grades: 9, 10, 11, 12

Semester - .25 credit

Prerequisite: Required credits earned from Physical Education I

0400

Strength Training, Exercise, and Conditioning

This class is an elective class designed for the individual who is striving for a little extra in the area of fitness and exercise. The student should have a desire to excel in the weight room as well as a keen interest in exercise and conditioning. Students will learn what training techniques and systems need to be explored to design a personal fitness program.

Grades: 9, 10, 11, 12

Semester - .25 credit

Prerequisite: Required credits earned from Physical Education I

0500

Team Sports

Team Sports is an elective class that allows students to enjoy benefits of participating in activities such as basketball, soccer, volleyball, handball, floor hockey, and flag football.

Grades: 9, 10, 11, 12

Semester - .25 credit

Prerequisite: Required credits earned from Physical Education I

0510

Racquet Sports

Racquet Sports is an elective class that allows students to enjoy benefits of participating in activities using a racquet such as badminton, tennis, ping pong, and pickleball.

Grades: 9, 10, 11, 12

Semester - .25 credit

Prerequisite: Required credits earned from Physical Education I

LANGUAGE ARTS DEPARTMENT

1100

English I

The main focus of the class is the study of literature, which will require students to read grade level fiction and nonfiction. During this course students will study *Fahrenheit 451*, *Animal Farm*, *Romeo and Juliet*, *Flowers for Algernon*, *Where Are the Children?*, *A Raisin in the Sun* and *Mythology*. Most of the writing will be assigned to help students understand, explain, and evaluate literary work. Students will write formal argumentative, informative, narrative and research based essays. Students will discuss rules of grammar, spelling, and punctuation to improve writing as well as use a vocabulary workbook to increase their vocabulary acquisition. Students will continue to compile their best work in their portfolios. The course satisfies one English credit toward graduation.

Grade: 9

Fee for workbook/ handbook and paperback is required: \$25.00

Year – 1 credit

1110

Honors English I

The Honors English I course is designed to provide accelerated instruction in the language arts realm. This class is designed for the highly motivated, self-disciplined student who has a real love for reading and writing; therefore, the pace is much faster and more in-depth. Students will study classic and modern literature which includes both fiction and non-fiction readings. These readings will focus on pieces at or above grade level. Writings will be assigned to help students understand, explain, and evaluate literary work. Students will write formal argumentative, informative, narrative and research based essays. Students will discuss rules of grammar, spelling, and punctuation to improve writing as well as use a vocabulary workbook to increase their vocabulary acquisition. Students will continue to compile their best work in their portfolios. This course satisfies one English credit toward graduation. During this course students will study *Fahrenheit 451*, *Huck Finn*, *1984*, *Romeo and Juliet*, a mystery novel, mythology, and *Flowers for Algernon*. The course satisfies one English credit toward graduation.

Fee for workbook/handbook and paperback is required: \$25.00

Grade: 9

Year – 1 credit

Prerequisite: Current English teacher's recommendation or "A" average in Language Arts for the previous year plus advanced or accelerated reading scores.

1200

English II

Through the study of classical literature and modern fiction grouped thematically, this course will offer students integrated experiences in reading, writing, listening, speaking, and researching. Literary elements and authors' techniques will be stressed as we analyze novels, short stories, poetry and nonfiction. Writing style and grammar/mechanics will be emphasized, especially sentence combining and comma usage. Students may look forward to such projects that address individual learning styles, research skills, and a formal speech. Students will continue to compile their best work in their portfolios. This course satisfies one English credit toward graduation.

Grade: 10

Fee for paperback is required: \$10.00

Year – 1 credit

1210

Honors English II

Compared to English II this course will cover more reading material and a larger range of writing assignments; therefore, it is designed for the highly motivated English student who enjoys writing both creative and prescriptive pieces and reading independently. Through the study of classical literature and modern fiction grouped thematically, this course will offer students integrated experiences in reading, writing, listening, speaking, and researching. Expect an in-depth study of literary elements and authors' writing techniques as novels, short stories, poetry, and nonfiction are analyzed. Writing style and grammar/mechanics will be emphasized, especially sentence combining and comma usage. Students may look forward to a variety of projects that address individual learning styles, research skills, and a formal speech. Students will continue to compile their best work in their portfolios. This course satisfies one English credit toward graduation.

Grade: 10

Year – 1 credit

Prerequisite: A "B" average in prior English course and current English teacher recommendation.

Fee for paperback is required: \$10.00

1300

English III

The focus of the class is the study of literature, which will require students to read grade level fiction and nonfiction. This course has a heavy focus on American Literature including *The Scarlet Letter*, *The Great Gatsby*, *The Joy Luck Club*, Edgar Allan Poe stories, Shakespeare's *Macbeth*, as well as Arthur Miller plays, and historical speeches. Most of the writing will be assigned to help students understand, explain, and evaluate literary work. Students will continue to write formal argumentative, informative, narrative and research based essays. Students will discuss rules of grammar, spelling, and punctuation to improve writing as well as use a vocabulary workbook to increase their vocabulary acquisition. Students will continue to compile their best work in their portfolios. This course satisfies one English credit toward graduation.

Grade 11

Year – 1 credit

Fee for vocabulary workbook and paperback is required: \$30.00

1315

AP English Language and Composition

The AP English Language and Composition course is designed to help junior honor students become skilled readers of prose written in a variety of rhetorical contexts and to become skilled writers who compose for a variety of purposes.

This course provides students with opportunities to write about a variety of subjects and to demonstrate an awareness of audience and purpose so that they can write confidently in their college courses across the curriculum and in their professional and personal lives. It will help students move beyond such programmatic responses as the five-paragraph essay that provides an introduction with a thesis and three reasons, body paragraphs on each reason, and a conclusion that restates the thesis. Although such formulaic approaches may provide minimal organization, they often encourage unnecessary repetition and fail to engage the reader. Students will be encouraged to place their emphasis on content, purpose, and audience and to allow this focus to guide the organization of their writing.

As well as engaging in varied writing tasks, students will become acquainted with a wide variety of prose styles from many disciplines and historical periods, and gain understanding of the connections between writing and interpretive skill in reading. Concurrently, to reflect the increasing importance of graphics and visual images in texts published in print and electronic media, students will be asked to analyze how such images both relate to written texts and serve as alternative forms of texts themselves.

In addition, the informed use of research materials and the ability to synthesize varied sources (to evaluate, use, and cite sources) are integral parts of this course. Students will move past assignments that allow for the uncritical citation of sources and, instead, take up projects that call on them to evaluate the legitimacy and purpose of sources used.

This class culminates with taking the AP Exam in May, and is being graded on a 4.5 point scale. The cost of the test is approximately \$90 and is the responsibility of the student/family.

Grade: 11

Year – 1 credit

Prerequisite: B average in previous English courses, current English teacher's recommendation and permission of English department chairperson. It is a recommendation that the student has at least an English score of 21 on the PLAN.

Fee for paperback, vocabulary workbook & practice workbook is required: \$30.00

AP exam fee: Approximately \$90.00

1400

English IV

Students will study primarily classical British literature including such titles as *The Canterbury Tales*, *Hamlet*, *Gulliver's Travels*, *Dr. Jekyll and Mr. Hyde*, *Frankenstein*, and historical speeches and satires. Each student will be responsible for numerous research based writings.. Senior collages, which may be displayed at graduation, may be created in this class. Students will continue to compile their best work in a portfolio. This course satisfies one English credit toward graduation.

Grade: 12

Year – 1 credit

Fee paperback is required: \$10.00

AP English Literature and Composition

The AP English Literature and Composition course is designed to engage senior honor students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students will deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students should consider a work's structure, style, and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone.

The course will include intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. Reading in an AP course will be both wide and deep. It will include the in-depth reading of texts drawn from multiple genres, periods, and cultures from the sixteenth to the twenty-first century -- but, more importantly, will get to know a few works well. Students will need to read deliberately and thoroughly, taking time to understand a work's complexity, to absorb its richness of meaning, and to analyze how that meaning is embodied in literary form. In addition to considering a work's literary artistry, students will also consider the social and historical values it reflects and embodies. Careful attention to both textual detail and historical context will provide a foundation for interpretation, whatever critical perspectives are brought to bear on the literary works studied.

The course will also include writings as an integral part of the course, for the AP Examination is weighted toward student writing about literature. Writing assignments will focus on the critical analysis of literature and will include expository, analytical, and argumentative essays. The goal of the writing is to increase students' ability to explain clearly, cogently, even elegantly, what they understand about literary works and why they interpret them as they do. Writing instruction will include attention to developing and organizing ideas in clear, coherent, and persuasive language; a study of the elements of style; and attention to precision and correctness as necessary. Throughout the course, emphasis should be placed on helping students develop stylistic maturity, which, for AP English, is characterized by the following:

- Wide-ranging vocabulary used with denotative accuracy and connotative resourcefulness
- A variety of sentence structures, including appropriate use of subordinate and coordinate constructions
- A logical organization, enhanced by specific techniques of coherence such as repetition, transitions, and emphasis
- A balance of generalization with specific illustrative detail
- An effective use of rhetoric, including controlling tone, maintaining a consistent voice, and achieving emphasis through parallelism and antithesis
- This class culminates with taking the AP Exam in May, and is being graded on a 4.55 point scale. The cost of the test is approximately \$90 and is the responsibility of the student/family.

Grade: 12

Year – 1 credit

Prerequisite: B average in previous English courses, current English teacher's recommendation and permission of English department chairperson. It is a recommendation that the student has a verbal PSAT score of 50 or higher.

Fee for paperback and practice work book is required: \$25.00

Fee for AP exam: Approximately \$90.00

1615

Journalism

Are you looking for a way to be a published writer? If so, then journalism might be just what you are looking for. In this class students will have an opportunity to use a hands-on approach to learn more about journalism. Students will write for the district-wide newspaper. Responsibilities for the newspaper will include prewriting, writing, editing, proofreading, and mailing at least six issues of *Window To Woodmore*. This course will require students to complete assignments outside of class. This course satisfies one credit towards the elective requirement for graduation. This course may be limited to fewer than fifteen students, so an application and selection process is required.

Grades: 10, 11, 12

Year – 1 credit

Course fee: \$10.00

7400

Yearbook

Would you like to capture the memories of your high school experience in our annual yearbook, "Reflections"? Students enrolled in this course will have the opportunity to do just that. The Yearbook Staff will create layouts and designs, write copy and feature articles, photograph student activities and sell advertisements to area businesses to create a timeless volume for the student body. Don't delay. The Yearbook class is limited to 12 qualified students; see the advisor for an application today. This course satisfies one credit toward the elective requirements for graduation.

Grades: 10, 11, 12 - Grade 9 with previous yearbook experience & recommended by middle school yearbook adviser Prerequisite: Application

Year – 1 credit

**ENGLISH COLLEGE CREDIT PLUS ENGLISH COURSES
OFFERED ON CAMPUS THROUGH OWENS COMMUNITY COLLEGE**

ENG 111 - Composition I

Semester – 1 credit

Focuses not only on writing but also on reading and critically engaging various texts. Students will read and write essays with a variety of rhetorical purposes: Observing, explaining, investigating, evaluating, problem solving and arguing. Also includes library and electronic research culminating in research papers. Full process approach to writing using the formal elements and conventions of academic prose. (Required in all degree programs).

ENG 112 - Composition II

Semester – 1 credit

A directed writing course, which continues the process of learning to read and critically engage various texts. Students write papers that summarize, critique, and synthesize sources, leading to researched and formally documented argumentation papers. Builds upon ENG 111 through its increased focus on academic argument and the processes of integrating written published texts.

Prerequisite: ENG 111

Introduces major literary genres, including fiction, poetry and drama. Emphasizes discussing and analyzing basic principles of form, content, theme and technique in various wide-ranging examples of literary work. (Arts and Humanities elective).

Prerequisite: ENG 111

ENG 265 - British Literature II (We are waiting to see if Owens is going to approve this course for us)

Covers literature from the Eighteenth Century to present. Covers texts by both canonical and lesser-known writers in order to introduce the student to a wide variety of authors. Provides a sense of the complex historical and social climates that effected and shaped the texts.

Prerequisite: ENG 111

FOREIGN LANGUAGE

5210

Spanish I

This course introduces the student to basic comprehension, listening, speaking, reading, and writing the Spanish language. It also presents some of the customs and cultures of the various Spanish-speaking countries. Success in the classroom and on the grammar and vocabulary tests will require a large amount of memory work and practice. Project work may be required. This course satisfies one credit toward the elective requirement for graduation.

Grades: 9, 10, 11, 12

Year – 1 credit

Prerequisite: If enrolled as a freshman, must have earned a C- grade or higher in both semesters of 8th grade English Language Arts.

5220

Spanish II

This course reviews the material covered in Spanish I and increases comprehension, listening, speaking, reading, and writing ability. This allows the student to develop a clearer picture of life in Spanish-speaking countries and gives students more practice in approximating the proficiency of a native speaker. Project work may be required. This course satisfies one credit toward the elective requirement for graduation.

Grades: 9, 10, 11, 12

Year – 1 credit

Prerequisite: Spanish I

5230

Spanish III

This course places a major emphasis on developing speaking, listening, reading, and writing. Grammar, culture, and general knowledge of Spanish-speaking countries are also presented. This course may be heavily project based with an emphasis on student production and media presentations. This course satisfies one credit toward the elective requirement for graduation.

Grades 11, 12

Year – 1 credit

Prerequisite: Spanish II

Fee for short novels possibly required

5240

Spanish IV

This course continues the studies begun in Spanish III. This course may be heavily project based with an emphasis on student production and media presentations. This course satisfies one credit toward the elective requirement for graduation.

Grade: 12

Year – 1 credit

Prerequisite: Spanish III

MATHEMATICS DEPARTMENT

4200

Algebra I

Algebra I is basic to higher mathematics and this course is intended to provide the student with a background into these basics. Course studies include inequalities, systems of equations and inequalities in 2 variables, radicals, quadratic relations, factoring polynomials, and problem-solving skills. A scientific calculator is required for this course. This course satisfies one math credit toward graduation.

Grades: 9

Year – 1 credit

4300

Geometry

This course is designed to improve logical reasoning skills that will help students to be successful in college, on the job, and in everyday life. Concepts that will be covered throughout the course include basic geometric figures, constructions, proofs, parallelism, congruent triangles, right triangles, coordinate geometry, circles, perimeter and area, loci, figures in space, and transformations. Students will use learned concepts to develop formal proofs through inductive and deductive reasoning. This course satisfies one math credit toward graduation. A scientific calculator is required for this class.

Grades: 9, 10, 11, 12

Year – 1 credit

Prerequisite: Algebra I (1 credit earned)

4310

Honors Geometry

This is an accelerated course that is designed for students who have a strong interest in the field of mathematics. Concepts covered throughout the course include basic geometric figures, constructions, logical reasoning, proofs, parallelism, congruent triangles, perimeter and area, right triangles, coordinate geometry, circles, transformations and trigonometry. A scientific calculator is required for this class and a graphing calculator is recommended. Honors Geometry covers the concepts in more depth than Geometry and will be taught at a faster pace than Geometry. This course satisfies one math credit toward graduation.

Grade: 9

Year – 1 credit

Prerequisite: "B" average Honors Algebra I, or current math teacher recommendation.

4500

Algebra II

This course covers a review of Algebra I. It also covers analyzing and solving systems of equations and inequalities, graphing linear relations and functions, using matrices, investigating sequences and series. Students will also explore: polynomials, radical expressions, quadratic functions and inequalities, polynomial functions, rational expressions, exponential and logarithmic functions, and trigonometric functions. This course satisfies one math credit toward graduation. Algebra II develops the theoretical approach to the subject and in this manner differs from a "basic skill" type course. A scientific calculator is required. This class, or its equivalent, will be a graduation requirement for Class of 2014 students and beyond.

Grades: 10, 11, 12

Year – 1 credit

Prerequisite: Geometry

4510

Honors Algebra II

This is an accelerated course which covers a review of Algebra I, analyzing and solving systems of equations and inequalities, graphing linear relations and functions, using matrices, investigating sequences and series, analyzing conic sections, and investigating discrete mathematics and probability. Students will also explore: polynomials, radical expressions, quadratic functions and inequalities, polynomial functions, rational expressions, exponential and logarithmic functions, and trigonometric functions. This course satisfies one math credit toward graduation. A scientific calculator is required and a graphing calculator is recommended.

Honors Algebra II develops the theoretical approach to the subject and in this manner differs from a "basic skill" level course.

Grades: 10

Year – 1 credit

Prerequisite: B or higher average in Honors Geometry, or current math teacher recommendation.

4650

Functions, Statistics, and Trigonometry

This class will provide a math course for students who have completed Algebra II but are not yet ready for Pre-calculus, and is intended for those students who wish to have a more in-depth mathematical background prior to going to college. Students will be evaluated through regular chapter tests and bi weekly to weekly quizzes as well as nightly homework assignments. Students will also be assessed on their use of graphing calculators. This course will cover topics involved with Functions, Statistics, Probability and Trigonometry. The areas that will be covered are: making sense of data, functions and models, transformations of functions, power functions, exponential and logarithmic functions, trigonometric functions, graphs of circular functions probability and simulation, sequence, series and combinations, polynomial functions, binomial and normal distribution, matrices and trigonometry and quadratic relations. A graphing calculator is required for the course.

Grades: 11, 12

Year – 1 credit

Prerequisite: Geometry and Algebra II, or current math teacher recommendation

4800

Pre-Calculus

This course is designed to provide a solid background for the study of calculus. Topics include: linear and quadratic functions, polynomial functions, inequalities, exponents and logarithms, analytical geometry, sequences and series, matrices, and trigonometric functions. This course satisfies one math credit toward graduation. A scientific calculator is required.

Grades: 11, 12

Year – 1 credit

Prerequisite – Algebra II (1 credit earned) B average or higher is recommended

4810

Honors Pre-Calculus

This is an accelerated course which is designed to provide a solid background for the study of calculus. Topics include: linear and quadratic functions, polynomial functions, inequalities, exponents and logarithms, analytical geometry, and an in depth study of trigonometry. This course also covers vectors and determinants, sequences and series, and matrices. Students will also be introduced to calculus. This course satisfies one math credit toward graduation. A graphing calculator is required for this class.

Grade: 11

Year – 1 credit

Prerequisite – "B" or higher average in Honors Algebra II or current math teacher recommendation.

4820

Statistics

Students will work with probability, data collection, descriptive and inferential statistics, probability, and technological tools to analyze statistics. Students will use multiple representations to present data including written descriptions, numerical statistics, formulas, and graphs. This course is designed as an alternative to Pre-calculus or AP Calculus for students not requiring a calculus class at the college level. A graphing calculator will be required (recommended TI-83 plus or better).

Grades: 11,12

Year – 1 credit

Pre-requisite for this class is B average or higher in Algebra II or recommendation from current math teacher.

Advanced Placement Calculus AB

This course is designed for college bound students who are interested in the fields of mathematics and/or science. Work for the course begins in the summer. Students are expected to complete a review packet and be prepared to take a test during the first week of school. The course then introduces the concept of limits and their properties along with techniques for evaluating these limits. Differentiation and the applications of the derivative along with integration and its applications will also be studied in this course. This course satisfies one math credit toward graduation. A graphing calculator is required for this class. You will be paying the AP Test fee, thus taking the AP Exam, and being graded on a 5 point scale. The cost of the test is approximately \$90.00, and is the responsibility of the student/family.

Grade: 12

Year – 1 credit

Prerequisite: B average or higher in Honors Pre-Calculus

Fee: Course fee: \$20.00

AP exam fee: Approximately \$90.00

SCIENCE DEPARTMENT

3000

Physical-Earth-Chemical Science

Physical science introduces students to key concepts and theories that provide a foundation for further study in other sciences and advanced science disciplines. Physical science comprises the systematic study of the physical world as it relates to fundamental concepts about matter, energy and motion. A unified understanding of phenomena in physical, living, Earth and space systems is the culmination of all previously learned concepts related to chemistry, physics, and Earth and space science, along with historical perspective and mathematical reasoning. This course satisfies the physical science component of the graduation requirement. This is a required course for all freshmen. A calculator is recommended for this class.

Grade: 9

Year – 1 credit

3200

Biology I

This course investigates the composition, diversity, complexity and interconnectedness of life on Earth. Fundamental concepts of heredity and evolution provide a framework through inquiry-based instruction to explore the living world, the physical environment and the interactions within and between them.

Students engage in investigations to understand and explain the behavior of living things in a variety of scenarios that incorporate scientific reasoning, analysis, communication skills and real-world applications.

This course satisfies the biology component of the graduation requirement.

Grades: 9, 10, 11

Year – 1 credit

Prerequisite: PEC Science

Lab Fee is required: \$17.00

3210

Biology II

Biology II is an advanced course targeting juniors and seniors interested in biology or considering a career in the biological sciences. Topics include (but are not limited to): human anatomy and physiology, forensics, genetics (classical, human, and genetic engineering), nucleic acids, protein synthesis, botany, and evolution. This course satisfies the biology component of the graduation requirement or the third science credit required. This class is one period.

Grades: 10, 11, 12

Year – 1 credit

Prerequisite – Biology I

Lab Fee is required: \$20.00

3220

Anatomy & Physiology

This course will include a yearlong program of intense human anatomy and physiology studies. The areas covered will include: medical terminology, basic chemistry, cell and tissue structure, and the 11 systems of the human body (integumentary, skeletal, muscular, nervous, endocrine, circulatory, lymphatic, digestive, respiratory, urinary and reproductive). Laboratory work will be required, including a 6-8 week comparative anatomy dissection lab using the cat. Students may not take this class if they have already earned credit in Biology II.

Grades: 10,11,12

Year – 1 credit

Perquisite – Biology I and teacher recommendation

Lab Fee is required: \$23.00

3300

Chemistry I

This course introduces students to key concepts and theories that provide a foundation for further study in other sciences as well as advanced science disciplines. Chemistry comprises a systematic study of the predictive physical interactions of matter and subsequent events that occur in the natural world. The study of matter through the exploration of classification, its structure and its interactions is how this course is organized.

Investigations are used to understand and explain the behavior of matter in a variety of inquiry and design scenarios that incorporate scientific reasoning, analysis, communications skills and real-world applications. An understanding of leading theories and how they have informed current knowledge prepares students with higher order cognitive capabilities of evaluation, prediction and application.

This course satisfies the physical science component of the graduation requirement or the third science credit required. This class is one period.

Grades: 10, 11, 12

Year – 1 credit

Prerequisite: Biology I and Algebra I

Lab Fee is required: \$15.00

####

Advanced Placement Biology

AP Biology is a yearlong course which is graded on a 4.5 scale that is designed to be taken by students after the successful completion of both high school biology and chemistry. AP Biology includes those topics regularly covered in a college introductory biology course and differs significantly from the standards-based high school course with respect to the kind of textbook used, the range and depth of topics covered, the kind of laboratory work performed by students and the time and effort required of the students. The textbook used by AP Biology is also used by college biology majors and the kinds of labs done by AP students are equivalent to those done by college students. AP Biology is a course that aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. This course is designed to prepare students for the Biology College Board Advanced Placement Exam.

Additional time to meet AP Biology guidelines may be scheduled. (yet to be determined) The class is graded on a 4.5 point scale and you will be taking the AP Biology exam at a cost of approximately \$90.00 which is the responsibility of the student/family.

Grades: 11 & 12

Year – 1.0 credit

Prerequisite: Biology "A" or "B" with teacher recommendation & "B" in Chemistry

Lab Fee is required: \$30.00

Fee: AP exam: Approximately \$90.00

3500

Physics

Physics elaborates on the study of the key concepts of motion, forces and energy as they relate to increasingly complex systems and applications that will provide a foundation for further study in science and scientific literacy.

Students engage in investigations to understand and explain motion, forces and energy in a variety of inquiry and design scenarios that incorporate scientific reasoning, analysis, communication skills and real-world applications.

This course satisfies the physical science component of the graduation requirement or the third science credit required. This class is one period.

Grades: 11, 12

Year – 1 credit

Prerequisite: Algebra II (1 credit earned)

SOCIAL STUDIES DEPARTMENT

2000

World History -9

The course examines world events from 1600 to the present. It explores the impact of the democratic and industrial revolutions, the forces that led to world domination by European powers, the wars and changed empires, the ideas that led to independence movements and the effects of global interdependence. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions. This course satisfies one social studies credit requirement toward graduation.

Grade: 9

Year – 1 credit

2100

American History-10

This course examines the history of the United States of America from 1877 to the present. The federal republic has withstood challenges to its national security and expanded the rights and roles of its citizens. The episodes of its past have shaped the nature of the country today and prepared it to attend to the challenges of tomorrow. Understanding how these events came to pass and their meaning for today's citizens is the purpose of this course. The concepts of historical thinking introduced in earlier grades continue to build with students locating and analyzing primary and secondary sources from multiple perspectives to draw conclusions. This course satisfies one social studies credit requirement toward graduation.

Grade: 10

Year-1 credit

2105

World Geography

This course builds on students' understanding of geography and spatial thinking. Contemporary issues are explored through the lens of geography. In addition to understanding where physical and cultural features are located and why those features are located as they are, students examine the implications of these spatial arrangements. Topics covered will include: Spatial Thinking and Skills, Environment and Society, Movement, Region, Human Settlement, and Globalization.

Grades: 9, 10, 11, 12

Semester - .50 credit

2300

American Government

Students enrolled in this course will study various aspects of American government. Much of the course work evolves around an in-depth study of the Constitution. The students will also learn their roles in the government and the ever changing roles of the government in today's society. Active participation is expected. This course satisfies one-half of a credit toward meeting the government graduation requirement.

Grade: 11

Semester – .50 credit

Economics & Financial Literacy

This course will increase students' knowledge of our economy and the world economy by studying both principles of economics and consumer economics. Among the topics studied will be supply and demand, monopoly and competition, inflation and recession, and savings and investment. Student activities may include investing in the stock market, completing various federal income tax forms, and having a checking account. Active participation is expected. This course satisfies one-half of a credit toward meeting the economics graduation requirement, and will meet the Financial Literacy requirement for Class of 2014 students and beyond.

Grade: 11

Semester – .50 credit

2315

AP Government & Politics/Economics & Financial Literacy

A well-designed AP course in United States Government and Politics will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. government and politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. government and politics. Students will become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes.

Students successfully completing this course will:

Know important facts, concepts, and theories pertaining to U.S. government and politics.

Understand typical patterns of political processes and behavior and their consequences (including the components of political behavior, the principles used to explain or justify various government structures and procedures, and the political effects of these structures and procedures).

Be able to analyze and interpret basic data relevant to U.S. government and politics (including data presented in charts, tables, and other formats).

Be able to critically analyze relevant theories and concepts, apply them appropriately, and develop their connections across the curriculum.

Topics of study will include: Constitutional Underpinnings of United States Government; Political Beliefs and Behaviors; Political Parties, Interest Groups, and Mass Media; Institutions of National Government; Public Policy; and Civil Rights and Civil Liberties.

This course will increase students' knowledge of our economy and the world economy by studying both principles of economics and consumer economics. Among the topics studied will be supply and demand, monopoly and competition, inflation and recession, and savings and investment. Student activities may include investing in the stock market, completing various federal income tax forms, and having a checking account. Active participation is expected. This course satisfies one-half of a credit toward meeting the economics graduation requirement, and will meet the Financial Literacy requirement for Class of 2014 students and beyond.

This class culminates with taking the AP Exam in May, and is being graded on a 4.5 point scale.

Grade: 11

Year -1 credit

Fee: AP exam fee: Approximately \$90.00 + \$10.00 study guide

Prerequisite: Students should have a "B" average in previous social studies classes, and the recommendation of the Social Studies Department Chair.

2400

Current Events

This course answers the question, "What's new?" Students will discuss what is happening on a local, national, and international level from both teacher and student supplied sources. Newspapers, magazines, Internet, and television will be among the resources used to supply topics. Students are required to use the Internet to provide potential topics. Active participation is expected. This course satisfies 1 credit toward the elective requirement for graduation. Students may take this class twice.

Grades: 10, 11, 12

Year - 1 credit

2500

Pre 1700 AD History

This course will begin with the dinosaurs, discussing possible reasons for their disappearance and moves on to the appearance of the first cave men. Man's four early river valley civilizations will give way to a more detailed study of the culture of the Greeks and Romans. The Crusades, Moslems, Dark Ages and Middle Ages, Byzantines, Vikings and Mongols will be discussed along with the Renaissance. The course ends at approximately 1700 A.D. with modern states of England, France, Austria and Prussia. This course may include group projects and research papers. This course satisfies ½ credit toward the elective requirement for graduation.

Grades: 10, 11, 12

Semester - .50 credit

2610

Behavioral Sciences

Students enrolled in this class will study how the major themes of psychology and sociology are interrelated. Course content will focus on the relationship between individual behavior and societal issues. Students should expect to study topics like: family, marriage, crime, minorities, and psychological disorders. Students will be expected to actively participate in classroom discussions, do research projects, written assignments, and oral presentations. This course satisfies one-half credit toward the elective requirement for graduation.

Grades: 11, 12

Semester - .50 credit

2900

The Sixties: Peace, Rebellion, and Vietnam

This course will examine the era chronologically and thematically, covering the important events, people, and movements that formed the "sixties culture." The students will understand why America experienced a full decade of tumult and change, with reverberations and consequences still being felt today. The course will also stress the United States' role in Vietnam, covering both the causes and consequences of the conflict, as well as the escalating involvement of the United States in Southeast Asia. This class uses college-level textbooks. Due to the historical and mature level of the time period, some content may not be suitable for all students.

Grades: 11, 12

Semester - .50 credit

Advanced Placement U.S. History

The growth of the United States politically, culturally, socially, and geographically is studied. This course evaluates how the U.S. has tried to solve its national and international problems during various periods of the country's development. Emphasis will be placed on the time period of 1750 to the present. Through classroom assignments, in depth readings, projects, and experiences, students will apply past happenings to the problems which exist today. Students will be expected to complete a summer reading/review assignment prior to the start of the school year. This course is designed to prepare students to successfully complete the AP US History exam offered in May. This class culminates with taking the AP Exam in May, and is being graded on a 5 point scale.

Grade: 12

Year – 1 credit

Prerequisite: Students should have an "A" average in previous social studies classes, a PSAT of 50 or higher, and the recommendation of the Advanced Placement U.S. History teacher/Social Studies Department Chair.

Fee: AP Test Fee: Approximately \$90.00 + \$10.00 study guide.

***Different requirements pertain to 11th graders wishing to take AP US History. Please see Social Studies Department Chair for more information.**

2600**World Civilizations (To be paired with World Geography)**

This course will examine the various civilizations of the world, focusing on the geography, history, culture, religions, and modern day involvement of the country.

Grades: 11, 12

Semester - .5 credit

No prerequisites

2605**World War II (To be paired with 1960s)**

This course builds on students' understanding of World War II. Students will study the causes, the course, and the implications of World War II. It will handle most of the geographic areas involved, the major diplomatic, political and military events, and some of the key figures of the war. The purpose of the course is further acquaint students with the political, social, economic and cultural history of the WWII and that conflict's impact upon our own era.

Grades: 11, 12

Semester - .5 credit

No prerequisites

2630**World History through Film**

Students in this course will study World history through the medium of film. This will be done through viewing, writing, and discussing both historical and contemporary pieces on topics related to the various events in World History.

Grades: 11, 12

Semester - .5 credit

Semester Class

No prerequisites

2620**American History through Film**

Students in this course will study American history through the medium of film. This will be done through viewing, writing, and discussing both historical and contemporary pieces on topics related to the political, social, economic, and racial history of the United States.

Grades: 11, 12

Semester - .5 credit

No prerequisites

INDUSTRIAL TECHNOLOGY

9210

Woods I – (Formerly Manufacturing Woods)

Students will be introduced to industrial tools, safety, materials, and processes. Students will study the basic concepts of manufacturing through experiences in fastening, combining, finishing, and assembling materials used in the production of manufactured goods with emphasis on woodworking. Students will be expected to complete required individual and group projects, as well as exercises and quizzes. This course satisfies one-half credit toward the elective credit for graduation.

Grades: 9, 10, 11, 12

Semester - .50 credit

Lab fee and project fee is required: \$15.00

9021

Woods II (Formerly Woodworking)

This course involves advanced skills while focusing on the design and fabrication of fine, hand built projects with the emphasis on solid wood construction. Students will gain experiences and skills with various woodworking power equipment such as a joiner planer, table saw, and band saw, etc. Students will be required to complete a quality individual project. This course satisfies one-half elective credit toward graduation.

Grades: 9, 10, 11, 12 (preference in scheduling will be given to upper classmen)

Semester – .50 credit

Lab fee and project fee is required: \$15.00

9220

Metals I (Formerly Manufacturing Metal)

Students will study manufacturing management, production, and personnel through experiences in planning, designing, and production of manufactured goods. Students will be expected to complete required individual and group projects with emphasis on metal working, as well as exercises and quizzes. This course satisfies one-half credit toward the elective credit for graduation.

Grades: 9, 10, 11, 12

Semester - .50 credit

Lab Fee and Project Fee is required: \$15.00

9225

Metals II (Formerly Metal Fabrication)

This course involves advanced skills while focusing on the design and fabrication of metals. Students will learn production, efficiency and safety regarding the fabrication of metals. Students will be evaluated by lab performance and will be required to design, layout, fabricate, and weld a final project. These projects may include but are not limited to sawhorses, shelves, yard decorations, and tables, etc.

Grades: 9,10,11,12

Semester - .50 credit

Lab fee and project fee is required: \$30.00

9030

Woods & Crafts

This course is designed to provide experiences in working with craft materials. The student will learn; craft design, wood and soap carving, to work artistically with different types of metals, to work with wood, wood-burning and other materials.

Grades: 9,10,11,12

Semester - .50 credit

Lab fee and project fee is required: \$10.00

9035

Welding I

This class is an introduction to the world of welding. Time will be divided between different welding techniques and sheet metal work. Students will spend time in lab and classroom settings. Students will be expected to complete lab activities with relation to welding techniques such as metal arc welding and wire welding. Emphasis is put on basic techniques used to weld in horizontal and vertical positions. Students will also learn various cutting techniques using oxygen/acetylene cutting torches and cutting discs.

Grades: 9,10,11,12

Semester - .50 credit

Lab fee and project fee is required: \$30.00

9035

Welding II

Advanced level skills building upon the knowledge gained in during Welding I. Students will design and produce their own final project for the class. Included in the final project, students will perform a cost analysis of the project.

Grades: 9,10,11,12

Semester - .50 credit

Lab fee and project fee is required: \$30.00

9025

General Carpentry - Home Maintenance I & II

This course is designed to provide basic maintenance understanding when confronted with do it yourself repairs in the home. This course is needed due to today's struggling economy. Due to the sky rocketing cost of home repairs, it has become necessary for home owners to complete their own repairs and projects. This course will give students a solid foundation in the area of home maintenance. This class participates in the recycling program. This course satisfies one-half credit toward the elective credit for graduation.

Grades: 9, 10, 11, 12

Semester - .50 credit

Lab Fee: \$15.00

AGRICULTURAL EDUCATION

All students taking Agriculture, Food and Natural Resources, Animal Science and Technology, Plant and Horticultural Science, and Business Management for Agricultural and Environmental Systems are required to join the FFA. FFA is an intracurricular part of the program, so many of the classroom/laboratory classes share the information needed for the FFA. FFA dues are based on the state and national level, so they may change from year to year.

9515

Agriculture, Food and Natural Resources

This first course in the career field is an introduction to Agricultural and Environmental Systems. Students will be introduced to the scope of the Agricultural and Environmental Systems career field. They will examine principles of food science, natural resource management, animal science & management, plant & horticultural science, power technology and bioscience. Students will examine the FFA organization and Supervised Agricultural Experience programs. Throughout the course, students will develop communication, leadership and business skills essential to the agriculture industry.

Grades: 8, 9

Year – 1 credit

9915

Animal and Plant Science

Students will apply knowledge of animal and plant science to the agriculture industry. They will be introduced to the value of production animals relative to the agricultural marketplace. Students will engage in animal classification and selection, body systems, along with animal welfare and behavior in relation to the production of animals. Students will learn principles of plant anatomy and physiology, and the role of nutrition, deficiencies and growing environment on plant production. Throughout the course, business principles and professional skills will be examined.

Open to 9th 10th, 11th and 12th Grade students replaces Animal Science and Plant Science

Year - 1 credit

9610

Business Management for Agriculture and Environmental Systems

Students will examine elements of business, identify organizational structures and apply management skills while developing business plans, financial reports and strategic goals for new ventures or existing businesses. Learners will use marketing concepts to evaluate the marketing environment and develop a marketing plan with marketing channels, product approaches, promotion and pricing strategies. Throughout the course, students will apply concepts of ethics and professionalism while implications of business regulations will be identified.

Open to 9th 10th 11th and 12th grade students

Year – 1 credit

9905

Science and Technology of Food

Students will examine the research, marketing, processing and packaging techniques applied to the development of food products. Learners will examine nutrient content and their chemical makeup, while applying principles of chemistry to the development of food products. They will examine and implement food safety, sanitation, and quality assurance protocols. Government regulations and food legislation will be examined and the implications to food science and technology will be identified.

Open to 9th 10th 11th and 12th grade students

Year – 1 credit

9916

Mechanical Principles

Students will engage in the mechanical principles utilized in animal and plant production systems. They will learn electrical theory, design, wiring, hydraulic and pneumatic theory, along with metallurgy in relation to hot and cold metals. Students will apply knowledge of sheet metal fabrication applicable to the agricultural industry along with identify, diagnose, and maintain small air-cooled engines. Throughout the course, students will learn critical components of site and personal safety as well as communication and leadership skills.

Open to 9th 10th 11th and 12th grade students replaces Structural Engineering and Ag and Industrial Power Year – 1 credit

9917

Livestock Selection, Nutrition and Management

Students will identify and apply principles and routine husbandry practices to production animal populations. Topics will include principles of nutrition, feed utilization, animal welfare, selection and management of facilities and herd populations. Students will apply knowledge of production animal care to enhance animal growth, selection of breeding stock, and management practices. Throughout the course, students will develop management plans reflecting practices for care and legal compliance.

Open to 10th, 11th, and 12th

Year – 1 credit

9918

Agronomic Systems

Students will apply knowledge and skills required to research, develop, produce and market major agricultural and horticultural crops. Cultural and sustainable production practices will be examined while students apply scientific knowledge of plant development, nutrition and growth regulation. The knowledge and skills needed to manage water, soils, and pests related to agronomic crops will be assessed. Students will employ technological advances, communication, business, and management strategies appropriate for the industry.

Open to 10th, 11th and 12th

Year – 1 credit

9919

Agricultural and Environmental Systems Capstone

Students apply Agricultural and Environmental Systems program knowledge and skills in a more comprehensive and authentic way. Capstones are project/problem-based learning opportunities that occur both in and away from school. Under supervision of the school and through partnerships, students combine classroom learning with work experience to benefit themselves and others. These can take the form of mentorship employment, cooperative education, apprenticeships and internships.

Open to 12th grade students only that have taken a prior Ag Education course

Year – 1 credit