

# Harrisburg High School Registration Book

## 2017-2018



Harrisburg High School  
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*The academic mission of the Harrisburg High School is to afford students the opportunity to become independent decision-makers. To reach this expectation, students will become creative problem-solvers, informed and responsible citizens, quality communicators, curious observers, 21st century prepared consumer, and appreciative participants of fine arts and wellness.*

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# Introduction to Registration

The purpose of this Registration Book is to enable Harrisburg High School students (with the help of your parents, teachers, counselors, and principals) to develop the proper course selection that best meets your personal, educational, and career goals. You are encouraged to select courses that will stretch and challenge you and will enable you to explore all available opportunities in higher education, the work force, and in life.

With this in mind students in the Harrisburg High School will be required to develop a Personal Learning Plan, 4-Year Plan, which identifies the specific coursework throughout high school you need to take to reach your goals. In developing your Personal Learning Plan, with the help of your parents/guardians, school counselors, teachers, etc., please refer to the Personal Learning Plan Form and your Graduation Requirements. Each school year throughout high school you will “update” your Personal Learning Plain to stay current with your academic and career goals.

## Registration Steps

Carefully read this Registration Book to become familiar with the academic requirements for high school graduation and post-high admission requirements to universities and technical institutes. Also it would benefit you to become familiar with the academic requirements for certain scholarships, etc.

On the Registration Form list the courses you wish to register for 6 or 7 credits. You are reminded to use the Course Description Book and the information in your Registration Book to guide you. Make sure you and your parents sign your completed Registration Form. Return the signed Registration Form to the school counselors in the Counseling Center by the due date.

Identify any classes you plan on taking at the Career Academy or any distance learning class.

You will need a teacher signature for each class you sign up for. Make sure your registration form is completely filled in before submitting.

## Things to Consider

In high school, credits are earned at the end of each semester when you have received a passing grade for a class (.5 credit). Classes vary in length. Some classes are held for only one semester (.5 credit) while others are taught for the entire year (.5 credit earned each semester for a total of 1 yearly credit).

The school day in Harrisburg High School is divided into seven periods. Thus, seven classes per semester (3.5 credits) would be the maximum number of classes a student could enroll in per semester.

Students are expected to earn a minimum of 6 credits per year. Any exceptions to the minimum 6 credits requirements per year must receive the approval of the High School Principal. Generally, most students register for at least six classes per semester, which allows a student one period per day for a study hall.

Every effort is made to accommodate students' course selection. However, in order to balance enrollments for courses and because of scheduling conflicts, it may be necessary for students to adjust their schedule.

## **Drop / Add Policy**

Students are asked in the spring to plan their courses for the upcoming year. Any change in subject matter should be made if at all possible prior to the start of school. The student will be required to have parent permission to drop or add a class. All changes must be made during the first five days of the semester. Students cannot drop required classes and must attempt a minimum of 6 credits each year.

Students with concerns about coursework fitting in with their graduation requirements or their career goals are encouraged to visit with the counselor.

LANGUAGE ARTS.....	4.0
SPEECH .....	0.5
MATH	4.0
Algebra 1	
Geometry	
Algebra 2	
Elective	
SCIENCE .....	4.0
Chemistry	
Biology	
Physics, Environmental, AP Chem	
Elective	
SOCIAL SCIENCE .....	3.0
World Geography	
World History	
Am. History	
Government	
ECONOMIC OR PERSONAL FINANCE .....	0.5
WELLNESS .....	1.0
FINE ARTS .....	1.0
SENIOR EXPERIENCE .....	0.5
OTHER REQUIRED COURSES:.....	1.0
Any combination of:	
World Languages	
CTE courses	
ELECTIVES.....	4.5
<b>TOTAL CREDITS.....</b>	<b>Total Credits: 24.0</b>

\*\*Math Requirements: With school and parent/guardian approval, a student may be excused from algebra II or geometry in favor of a more appropriate course. A student may be excused from algebra II or geometry, but not both.

\*\*\*Science Requirements: If a student is excused from chemistry or physics, the student must still take three units of Lab Science.

## CTE Academy



The Sioux Falls School District provides hands-on, relevant learning opportunities for public high school students in the surrounding area. This state-of-the-art Academy offers a continuum of courses from introductory level to highly advanced level. Students attend their home high school to take core academic classes, such as English, math and science. They attend the Academy for a block of time each school day to receive their specialized training. The CTE Academy welcomes input from business leaders in the greater Sioux Falls area who wish to assist with curriculum recommendations, placement of students in workplace experiences and equipment, material and supply needs. Interested students should contact their School Counselor for registration information.

At this time, Harrisburg High School is offering this opportunity to students entering grades 10-12. Areas of coursework includes Architecture & Construction; Arts, A/V Technology & Communications; Health Science; Hospitality & Tourism; Human Services; Manufacturing; Science, Technology, Engineering & Math; and Transportation, Distribution & Logistics. Harrisburg High School offers most of the introductory courses necessary for preparation to enroll in the above course areas.

## **Scholarships and Graduation Certificates**

### **South Dakota Opportunity Scholarship**

This scholarship was recently established by the State of South Dakota, which awards a \$5,000 scholarship over four years to qualifying high school graduates who complete the Regents Scholar curriculum and maintain certain academic standards. Eligibility is based on an application submitted by the student, along with copies of the high school final transcript and documentation of a minimum ACT or SAT score.

### **Eligibility Requirements**

- \*Be a resident of South Dakota at the time of high school graduation.
- \*Have an ACT composite score of 24 or higher. If using a SAT score, the sum of the verbal and mathematics scores on the SAT must be at least 1070.
- \*Complete high school course requirements commonly known as the Regent Scholar Curriculum with no final grade below a C (2.0 on a 4.0 scale) and a cumulative high school GPA of 3.0 on a 4.0 scale – (grade of a B).
- \*Attend a South Dakota university, college, or technical school.

## Board of Regents Scholar Certificate Requirements

The Division of Elementary and Secondary Education, and the Board of Regents, officially recognize seniors committed to academic excellence by issuing Regent Scholars Certificates to those graduating seniors with a cumulative GPA of no less than 3.0; no final grade in a class below a C; and having completed the following courses:

4 units of English	2 units of Foreign Language or CTE
4 units of Science	1 unit of Wellness
4 units of Math	1 unit of Fine Arts
3 units of Social Science	

Students awarded the Regent Scholars Diploma (Certificate) are automatically admitted to any South Dakota college controlled by the Board of Regents.

## Career and Technical Education Scholar Certificate Requirements

The South Dakota Department of Education and the Career and Technical Education Division recognizes with a certificate students who have completed a concentration (3 credits) of approved level course work in a Career and Technical Education program (Agricultural and/or Family and Consumer Science classes) in addition to academic core requirements. The following are requirements of this certificate:

\*A minimum of 2 credits will be in a specific STE program; the third credit may be in a supporting area such as computers, careers, technology, internships, or a related academic subject.

\*The technical coursework must be eligible for articulated credit through South Dakota's technical institutes.

\*A minimum of a 4.0 grade point average in the CTE coursework with a 3.5 overall grade point average.

## Admission Requirements

State Universities (4-yr schools) in South Dakota

College Preparatory Curriculum

English	4 years (or ACT English sub-test of 18 or above)
Social Studies	3 years (or ACT Reading sub-test of 17 or above)
Mathematics	3 years (Alg. 1 and higher) or (ACT Math sub-test of 20 or above)
Science	3 years of Lab science (or ACT Science sub-test of 17 or above)
Fine Arts	1 year
Computer	½ year (or demonstrated proficiency in computer science)

And ONE of the following...

\*A minimum of a 2.6 high school grade point average or

\*An ACT Composite of 18 or above (USD & School of Mines require a Composite score of 21) or

\*A high school graduating class rank in the top 60%.

Students who do not meet the above requirements should still apply for admission. Each application will receive individual review for demonstration of potential for success at university-level work.

## **Out of State Universities (4-yr schools)**

Many out of state universities admission requirements may slightly differ from South Dakota's requirements. Many out of state schools require two years of foreign language; may have some additional requirements, or a slightly higher ACT requirement. It would be best to check for any of these additional requirements if considering an out of state school for post-secondary education. Also, be sure to check the date for admissions as well as deadline dates for scholarships. Many times these dates are earlier than the South Dakota schools.

## **South Dakota Technical Institutes (2-yr schools)**

Post-secondary technical institute admission is based on individual program requirements. All applicants must submit an application, a high school transcript, and generally standardized test scores, such as an ACT score or a Basic Skills Assessment score (reading, writing, and math), which is generally taken at the school that you are applying. Students who plan on pursuing technical education are advised to enroll in academically challenging subjects at the high school level (especially math, science and computers). Technical and multi-district courses are strongly encouraged. Post-secondary credits may be earned at the high school level in most programs through articulated credit. Generally you want to apply to a technical school early since many programs fill up quickly. Some program's acceptance at a technical school is determined by some of the following factors:

- \*Score on the ACT or Basic Skills Test;
- \*High school grade point average and class rank; and
- \*Proper class selection depending on the program of study.

## Example Schedule

	9 <sup>th</sup>		10 <sup>th</sup>		11 <sup>th</sup>		12 <sup>th</sup>	
English - 4.5  Speech/ Debate-0.5	*English I *Adv. English I  *Speech or Debate	1.0 1.0  0.5	*English II *Adv. English II  Debate II	1.0 1.0  0.5	*English III *AP Lang/Comp	1.0 1.0	*English IV *AP Lit/Comp Creative Writing	1.0 1.0 0.5
Math – 4.0	*Algebra 1 *Adv. Alg. 1	1.0 1.0	*Geometry *Adv. Geometry	1.0 1.0	*Algebra II *Adv. Alg. II	1.0 1.0	*Pre Calc *Prob/Stats *Consumer Math *College Algebra *AP Calc	1.0 1.0 1.0 1.0 1.0
Science – 4.0	*Chemistry *Advanced Chemistry	1.0 1.0	*Biology *Advanced Biology PLTW	1.0 1.0 1.0	*Environmental Sci *AP Chemistry *Physics PLTW	1.0 1.0 1.0 1.0	*Anatomy *AP Biology *Zoology *PLTW	1.0 1.0 1.0 1.0
Social Studies-3.0  Economics/ Personal Finance -0.5	*Geography *AP Geography	0.5 1.0	*World History (Class of 2021+) *World History (Class of 2018, 19, 20) *AP World History	1.0  0.5 1.0	*US History *AP US History *Personal Finance or Economics	1.0 1.0 0.5	*Gov't (Class of 2021+) Gov't (Class of 2018, 19, 20) *AP Gov't Sociology Psychology	0.5  1.0 1.0 0.5 0.5
Fine Arts – 1.0	Concert Band Symphonic Band Jazz Band Vocal Music Guitar Visual Arts Exploration Drawing I Painting I 2-D Design Stagecraft/Drama I Stagecraft/Drama II	1.0 1.0 1.0 1.0 0.5 0.5 0.5 0.5 0.5 0.5 0.5 0.5	Drawing 2 3-D Design Digital Photo I Digital Photo II	0.5 0.5 0.5 0.5				
Wellness – 1.0	*Wellness *Nutrition	0.5 0.5	Wellness II	0.5	Athletic Training	0.5		
CTE/FL/ Business/ Other – 2.0	Spanish I ASL I CTE	1.0 1.0	Spanish 2 ASL 2 CTE	1.0 1.0	Spanish 3 CTE	1.0	Spanish 4 CTE  Senior Experience	1.0  0.5

\* Choose one

# Course Offerings

- Denotes **REQUIRED** courses for graduation.

## 12<sup>th</sup> Grade Harrisburg High School Course Selection

Name: \_\_\_\_\_

**Staple this to the printout of your completed registration and return to your Counselor.**

*\*\* Must be taken prior to graduation but not necessarily this year.*

	Course Name/Number	Course Name
1		English IV (S1) (or taking AP) (S1)
2		English IV (S2) (or taking AP) (S2)
3		Math Option (S1)
4		Math Option (S2)
5		Science Option (S1)
6		Science Option (S2)
7		Government (S1) (or taking AP) (S1)
8		Government (S2) (or taking AP Govt)(S2)
10		
11		
<u>12</u> <b><u>minimum to schedule</u></b>		
13		
14		

### Online Registration Directions

Go to: [www.harrisburg.k12.sd.us/high\\_school/index.htm](http://www.harrisburg.k12.sd.us/high_school/index.htm)  
 Select: "Parent Portal" on the left side  
 Log in with your student username and password  
 Select: "Registration" on the left side  
 Select: "Course Selection"  
 Enter **course number** or **name** and click "Go"  
 Select: The correct course (Do not choose any course that begins with LH, LS, NN)  
 Select: "Select this course"

**If you plan to apply for the South Dakota Opportunity Scholarship  
 please visit their website at: [www.sdbor.edu/  
 SDOpportunityScholarship.htm](http://www.sdbor.edu/SDOpportunityScholarship.htm)**

*Reminder: Make sure you are taking all the courses you need to fulfill  
 Graduation requirements, including CTE Courses.*

**See Graduation Requirements section**

# 11<sup>th</sup> Grade Harrisburg High School Course Selection

Name: \_\_\_\_\_

**Staple this to the printout of your completed registration and return to your Counselor.**

*\*\* Must be taken prior to graduation but not necessarily this year.*

	Course Name/Number	Course Name
1		English III (S1) (or taking AP) (S1)
2		English III (S2) (or taking AP) (S2)
3		Math Option (S1)
4		Math Option (S2)
5		Science Option (S1)
6		Science Option (S2)
7		Am. History Option (S1)
8		Am. History Option (S2)
9		Economics <b>OR</b> Personal Finance
10		
11		
<u>12</u>		
<u>Minimum to schedule</u>		
13		
14		

### Online Registration Directions

Go to: [http://www.harrisburg.k12.sd.us/high\\_school/index.htm](http://www.harrisburg.k12.sd.us/high_school/index.htm)

Select: "Parent Portal" on left side of the page

Log in with your student username and password

Select: "Registration" on the left side

Select: "Course Selection"

Enter **course number** or **name** and click "Go"

Select: The correct course (Do not choose any course that begins with LH, LS, NN)

Select: "Select this course"

**If you plan to apply for the South Dakota Opportunity Scholarship  
please visit their website at: [www.sdbor.edu/  
SDOpportunityScholarship.htm](http://www.sdbor.edu/SDOpportunityScholarship.htm)**

*Reminder: Make sure you are taking all the courses you need to fulfill Graduation requirements, including CTE Courses.*

**See Graduation Requirements section**

# 10<sup>th</sup> Grade Harrisburg High School Course Selection

Name: \_\_\_\_\_

**Staple this to the printout of your completed registration and return to your Counselor.**

*\*\* Must be taken prior to graduation but not necessarily this year.*

	Course Name/Number	Course Name
1		English II (S1)
2		English II (S2)
3		Math Option (S1)
4		Math Option (S2)
5		Science Option (S1)
6		Science Option (S2)
7		World History (S1)
8		
9		**Wellness
10		**Fine Arts
11		
<u>12</u>		
<b><u>minimum to schedule</u></b>		
13		
14		

### **Online Registration Directions**

Go to: [http://www.harrisburg.k12.sd.us/high\\_school/index.htm](http://www.harrisburg.k12.sd.us/high_school/index.htm)

Select: "Parent Portal" on left side of the page

Log in with your student username and password

Select: "Registration" on the left side

Select: "Course Selection"

Enter **course number** or **name** and click "Go"

Select: The correct course (Do not choose any course that begins with LH, LS, NN)

Select: "Select this course"

**If you plan to apply for the South Dakota Opportunity Scholarship  
please visit their website at: [www.sdbor.edu/  
SDOpportunityScholarship.htm](http://www.sdbor.edu/SDOpportunityScholarship.htm)**

*Reminder: Make sure you are taking all the courses you need to fulfill Graduation requirements, including CTE Courses.*

**See Graduation Requirements section**

# 9<sup>th</sup> Grade Harrisburg High School Course Selection

Name: \_\_\_\_\_

**Staple this to the printout of your completed registration and return to your Counselor.**

*\*\* Must be taken prior to graduation but not necessarily this year.*

	Course Name/Number	Course Name
1		English I (S1)
2		English I (S2)
3		Math Option (S1)
4		Math Option (S2)
5		Chemistry (S1)
6		Chemistry (S2)
7		World Geography(S1)
		Speech (S2)
9		<i>**Wellness</i>
10		<i>**Fine Arts</i>
11		
<u>12</u> <b><u>minimum to schedule</u></b>		
13		
14		

**Online Registration Directions**

Go to [http://www.harrisburg.k12.sd.us/high\\_school/index.htm](http://www.harrisburg.k12.sd.us/high_school/index.htm)  
 Select: "Parent Portal" on left side of the page  
 Log in with your student username and password  
 Select: "Registration" on the left side  
 Select: "Course Selection"  
 Enter **course number** or **name** and click "Go"  
 Select: The correct course (Do not choose any course that begins with LH, LS, NN)  
 Select: "Select this course"

**If you plan to apply for the South Dakota Opportunity Scholarship  
 please visit their website at: [www.sdbor.edu/SDOpportunityScholarship.htm](http://www.sdbor.edu/SDOpportunityScholarship.htm)**

*Reminder: Make sure you are taking all the courses you need to fulfill Graduation requirements, including CTE Courses.*

**See Graduation Requirements section**





# Personal Learning Plan – 4 year plan

9<sup>th</sup> Grade

Semester 1

Semester 2


10<sup>th</sup> Grade

Semester 1

Semester 2


11<sup>th</sup> Grade

Semester 1

Semester 2


12<sup>th</sup> Grade

Semester 1

Semester 2


## Sample Personal Learning Plan – 4 year plan

9<sup>th</sup> Grade

Semester 1	Semester 2
English I	English I
Algebra I	Algebra I
Chemistry	Chemistry
World Geography	Speech
Chorus	Chorus
Spanish I	Spanish I

10<sup>th</sup> Grade

Semester 1	Semester 2
English II	English II
Geometry	Geometry
Biology	Biology
World History	World History
Wellness I	Wellness II
Spanish II	Spanish II

11<sup>th</sup> Grade

Semester 1

Semester 2

English III	English III
Algebra II	Algebra II
Anatomy	Anatomy
American History	American History
CTE	Personal Finance
CTE	CTE

12<sup>th</sup> Grade

Semester 1

Semester 2

English IV	English IV
Pre-calculus	Pre-calculus
Physics	Physics
Government	Web Page Design
CTE	CTE
CTE	CTE

# Harrisburg High School Course Offerings Book

## ENGLISH

### Course Delineation for MOD-CL English Classes:

- 100, 200, 300, 400 Levels provide a primarily teacher-guided focus, an emphasis on small group and whole class activities, and a movement into independent work as students develop the necessary skills.
- 110, 210, 310, 410 Levels begin with a teacher-guided focus and slowly shifts to a student-guided focus as students develop the necessary skills, and it provides a balance of independent work, small group collaboration, and whole class activities.
- 150, 250, 350, 450 Levels (Advanced) provide a primarily student-guided focus with teacher facilitation to strengthen skills and challenge growth, and it provides a balance of independent work, small group collaboration, and whole class activities. It also provides distinct preparation for the AP courses through the Lexile levels of reading materials, the instructional strategies, and the vocabulary instruction.

### Literature 100, 110, and 150 (MOD-CL) English I Literature (Traditional)

**Credit: .5**

**Grade: 9+**

**Prerequisite: 8th Grade Teacher Recommendation & Additional Criteria**

**Course Description:** Instruction in a survey of literature, including in-depth study of the following: a novel, a collection of short stories, a Shakespearean drama, an independent reading book, and a collection of literary terms. Course will consist of small group discussion, teacher facilitation and student inquiry, teacher-created independent activities, lectures, independent reading, and reading checks. Final affirmations and projects will incorporate technology, writing, and presentation.

#### Course Objectives:

- \*Read at a level of adult fluency and comprehension.
- \*Write at a level of adult clarity.
- \*Orate at an expected level of a novice speaker.
- \*Listen and interpret at a sustained level of adult concentrated focus.
- \*View all communication demonstrating adult analysis.

**Portfolio Artifact:** Public-Service Announcement, Original Short Story or Poem, Literary Analysis.

### Advanced English I Literature (Traditional)

**Credit: .5**

**Grade: 9+**

## **Prerequisite: 8th Grade Teacher Recommendation & Additional Criteria**

**Course Description:** The units of study focus on world literature in order to broaden the literary landscape of high school students. The units begin with an investigation of culture, working towards a definition and an understanding of the commonalities and differences among human cultures as represented in literature, media, and non-fiction from around the world. Students read widely and deeply and are asked to write about and research ways cultures communicate and the conflicts that sometimes arise between cultures.

### **Course Objectives:**

- \*Read at a level of adult fluency and comprehension.
- \*Write at a level of adult clarity.
- \*Orate at an expected level of a novice speaker.
- \*Listen and interpret at a sustained level of adult concentrated focus.
- \*View all communication demonstrating adult analysis.

**Portfolio Artifact:** Research Project, Literary Analysis Essays, Synthesis Paper.

## **Literature 200, 210, and 250 (Mod-CL) English II Literature (Traditional)**

**Credit: .5**

**Grade: 10+**

**Prerequisite: Successful completion of Literature 100, 110, or 150 (MOD-CL ONLY)**

**Course Description:** Instruction in survey of literature with a specific focus on World Literature, including in-depth study of the following: a Shakespearean drama, informational nonfiction literature, a small group literature circle, an independent reading book, and a collection of literary terms. Course will consist of small group discussion, teacher facilitation and student inquiry, teacher-created independent activities, lectures, independent reading, and reading checks. Final affirmations and projects will incorporate technology, writing, and presentation.

### **Course Objectives:**

- \*Read at a level of adult fluency and comprehension.
- \*Write at a level of adult clarity.
- \*Orate at an expected level of a novice speaker.
- \*Listen and interpret at a sustained level of adult concentrated focus.
- \*View all communication demonstrating adult analysis.

**Portfolio Artifact:** Original Script, Creative Writing, Cultural Experiences Essay, Literary Analysis.

## **Advanced English II Literature (Traditional)**

**Credit: .5**

**Grade: 10+**

**Course Description:** The units of instruction center on an investigation of the idea of The American Dream. Students are asked to read and think about important questions presented in American literature questions about freedom and justice and the pursuit of happiness. Students will read longer worlds of

fiction and nonfiction, honing their skills of analysis and synthesis. Both creative and academic writing grows out of reading and thinking about ideas presented in the units.

**Course Objectives:**

- \*Read at a level of adult fluency and comprehension.
- \*Write at a level of adult clarity.
- \*Orate at an expected level of a novice speaker.
- \*Listen and interpret at a sustained level of adult concentrated focus.
- \*View all communication demonstrating adult analysis.

**Portfolio Artifact:** Creating and Performing a Dramatic Scene, Writing and Presenting a Persuasive Speech, Personal Essay, Multi-Genre Research Paper.

**Literature 300 and 310 (MOD-CL)  
English III Literature (Traditional)**

**Credit:** .5

**Grade:** 11+

**Prerequisite:** Successful completion of Literature 200, 210, or 250 (MOD-CL ONLY)

**Course Description:** Instruction in a survey of literature with a specific focus on American Literature, including in-depth study of the following: an American drama, informational literature, a classic novel, a collection of short stories and poetry, a American drama, and an independent reading book. Course will consist of small group discussion, teacher facilitation and student inquiry, teacher-created independent activities, lectures, independent reading, and reading checks. Final affirmations and projects will incorporate technology, writing, and presentation.

**Course Objectives:**

- \*Read at a level of adult fluency and comprehension.
- \*Write at a level of adult clarity.
- \*Orate at an expected level of a novice speaker.
- \*Listen and interpret at a sustained level of adult concentrated focus.
- \*View all communication demonstrating adult analysis.

**Portfolio Artifact:** Creative Representation, Informational Summaries, Formal Essay, Creative Writing Assignment, Literary Analysis.

**Literature 400 and 410 (MOD-CL)  
English IV Literature (Traditional)**

**Credit:** .5

**Grade:** 11+

**Course Description:** Students will spend the semester following a chronological overview of British literature masters. Reading will involve short stories, novel excerpts, essays, poetry, and a Shakespearean play. The development of the English language will also follow the chronology. Plot, setting, characterization, style, literary devices and theme will be discussed. Emphasis will be placed on in-depth analysis, synthesis, and modern-day relevancy. Writing assignments and projects will be integrated into the curriculum.

**Course Objectives:**

- \*Read at a level of adult fluency and comprehension.
- \*Write at a level of adult clarity.
- \*Orate at an expected level of a novice speaker.
- \*Listen and interpret at a sustained level of adult concentrated focus.
- \*View all communication demonstrating adult analysis.

### **Composition 100, 110, or 150 (MOD-CL) English I Composition (Traditional)**

**Credit: .5**

**Grade: 9+**

**Prerequisite: 8th Grade Teacher Recommendation & Additional Criteria**

**Course Description:** Instruction in grammar, vocabulary, and writing composition. Class consists of writing labs, learning activities, grammar practice and implementation, teacher facilitation, and student inquiry.

**Course Objectives:**

- \*Read at a level of adult fluency and comprehension.
- \*Write at a level of adult clarity.
- \*Orate at an expected level of a novice speaker.
- \*Listen and interpret at a sustained level of adult concentrated focus.
- \*View all communication demonstrating adult analysis.

**Portfolio Artifact:** Vocabulary Project, Newspaper Articles, Narrative Essay, Research Paper.

### **Advanced English I Composition (Traditional)**

**Credit: .5**

**Grade: 9+**

**Prerequisite: 8th Grade Teacher Recommendation & Additional Criteria**

**Course Description:** The units of study focus on world literature in order to broaden the literary landscape of high school students. The units begin with an investigation of culture, working towards a definition and an understanding of the commonalities and differences among human cultures as represented in literature, media, and non-fiction from around the world. Students read widely and deeply and are asked to write about and research ways cultures communicate and the conflicts that sometimes arise between cultures.

**Course Objectives:**

- \*Read at a level of adult fluency and comprehension.
- \*Write at a level of adult clarity.
- \*Orate at an expected level of a novice speaker.
- \*Listen and interpret at a sustained level of adult concentrated focus.
- \*View all communication demonstrating adult analysis.

**Portfolio Artifact:** Writing about Cultural Identity, Writing a Narrative, Creating an Argument, Presenting a Solution to an Environmental Conflict, Representing an Argument in a Documentary Film.



**Composition 200, 210, or 250 (MOD-CL)  
English II Composition (Traditional)**

**Credit: .5**

**Grade: 10+**

**Prerequisite: Successful completion of Comp 100, 110, or 150 (MOD-CL ONLY)**

**Course Description:** Continuing Instruction in grammar, vocabulary, and writing composition. Class consists of writing labs, learning activities, grammar practice and implementation, teacher facilitation, and student inquiry.

**Course Objectives:**

\*Read at a level of adult fluency and comprehension.

\*Write at a level of adult clarity.

\*Orate at an expected level of a novice speaker.

\*Listen and interpret at a sustained level of adult concentrated focus.

\*View all communication demonstrating adult analysis.

**Portfolio Artifact:** Vocabulary Project, Newspaper Article, Informative Essay, Persuasive Essay, Personal Service Announcement.

**Advanced English II Composition (Traditional)**

**Credit: .5**

**Grade: 10+**

**Course Description:** The units of instruction center on an investigation of the idea of The American Dream. Students are asked to read and think about important questions presented in American literature questions about freedom and justice and the pursuit of happiness. Students will read longer works of fiction and nonfiction, honing their skills of analysis and synthesis. Both creative and academic writing grows out of reading and thinking about ideas presented in the units.

**Course Objectives:**

\*Read at a level of adult fluency and comprehension.

\*Write at a level of adult clarity.

\*Orate at an expected level of a novice speaker.

\*Listen and interpret at a sustained level of adult concentrated focus.

\*View all communication demonstrating adult analysis.

**Portfolio Artifact:** Definition Essay, Synthesizing the American Dream, Creating an Op-Ed News Project, Writing a Satirical Piece.

**Composition 300 or 310 (MOD-CL)  
English III Composition (Traditional)**

**Credit: .5**

**Grade: 11+**

**Prerequisite: Successful completion of Comp 200, 210, or 250 (MOD-CL ONLY)**

**Course Description:** Continuing Instruction in grammar, vocabulary, and writing composition. Class consists of writing labs, learning activities, grammar practice and implementation, teacher facilitation, and student inquiry.

**Course Objectives:**

- \*Read at a level of adult fluency and comprehension.
- \*Write at a level of adult clarity.
- \*Orate at an expected level of a novice speaker.
- \*Listen and interpret at a sustained level of adult concentrated focus.
- \*View all communication demonstrating adult analysis.

**Portfolio Artifact:** Technical Writing, Informative Essay, Persuasive Essay.

### **Composition 400 and 410 (MOD-CL) English IV Composition (Traditional)**

**Credit: .5**

**Grade: 11+**

**Course Description:** Continuing Instruction in grammar, vocabulary, and writing composition. Class consists of writing labs, learning activities, grammar practice and implementation, teacher facilitation, and student inquiry.

**Course Objectives:**

- \*Read at a level of adult fluency and comprehension.
- \*Write at a level of adult clarity.
- \*Orate at an expected level of a novice speaker.
- \*Listen and interpret at a sustained level of adult concentrated focus.
- \*View all communication demonstrating adult analysis.

**Portfolio Artifact:** Narrative Essay, Persuasive Essay, Informative Essay, Research Essay.

### **AP Language and Composition**

**Credit: 1**

**Grade: 11+**

**Course Description:** AP English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes.(College Board) The course does meet graduation requirements for American Literature and Composition. Assessments: worksheets, quizzes, tests, projects, presentations, technology, and essays.

**Course Objectives:**

- \*Read complex texts with understanding and to write prose of sufficient richness and complexity to communicate effectively with mature readers.
- \*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.
- \*Reflect on the increasing importance of graphics and visual images in texts and electronic media while analyzing how image relate to written texts and serve as alternative forms of texts themselves.

\*Intensify student's expository, analytical, and argumentative writing based on reading texts from various disciplines and periods as well as personal experience and observation.

**Portfolio Artifact:** Rhetorical analysis project.

## **AP Literature and Composition**

**Credit: 1, AP or Dual Credit**

**Grade: 12**

**Course Description:** AP Literature/Composition is designed to challenge the student's ability to think critically, to synthesize literature, and to write effectively. This course will prepare students for the College Board Advanced Placement Exam through curriculum and similar testing procedures. Students can earn college credit for this course by scoring from 3 to 5 on the test, administered in May.

**Course Objectives:**

\*Prepare students for the national AP exam in May.

\*Assess how point of view or purpose shapes the content and style of a text.

\*Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**Portfolio Artifact:** MLA research analysis paper.

## **Creative Writing**

**Elective Credit: .5**

**Grade: 11+**

**Course Description:** A one-semester introduction to the craft of creative writing. In the context of a variety of genres, students will examine literary conventions, as well as the writing techniques and tools essential to effective writing, editing, and publishing.

**Course Objectives:**

\*The students will explore a variety of creative writing techniques to expand and further develop their writing skills.

\*The students will take part in a variety of writing assignments, projects, etc. to demonstrate their knowledge in becoming a creative writer.

**Portfolio Artifacts:** Storyboard Project, Personal Memoir, Daily Journals, Short Stories.

# **SPEECH/DEBATE**

## **Speech**

**Credit: .5**

**Grade: 9+ (Trad) and 11+ (Mod-CL)**

**Prerequisite: Lit and Comp 100/200, 110/210, or 150/250 (MOD-CL ONLY)**

**Course Description:** Foundational understanding and application of public speaking and research skills through lecture, individual and group projects, speeches, daily work, participation, and collaborative projects.

In the MOD-CL, the course will begin with eight required speeches presented to the course instructor and a student audience. Once those are complete, the student is required to complete additional speeches within the content areas: English, Social Science, Math, Science, and several electives. The class will culminate with the Senior Project required second semester Senior year.

**Course Objectives:**

- \*Students will demonstrate poise, self-confidence, and skills in public speaking.
- \*Students will demonstrate organizational skills in writing speeches and outlining.
- \*Students will exhibit an appreciation for other student ideas and opinions.
- \*Students will demonstrate research competency.

**Portfolio Artifact:** Speech manuscripts, Outlines.

## Debate

**Credit: .5 – first semester only**

**Grade: 9+**

**Required: Attendance at three out-of-class tournaments**

**Course Description:** Present a demonstrative, informative, extemporaneous, and persuasive speeches. Write research-based, persuasive cases for a minimum of three public forum topics. Compete in a minimum of three debate/speech tournaments. May be an English elective or may meet the Speech requirement.

**Course Objectives:**

\*Develop skills in public speaking, including vocal delivery, gestures, movement, and audience analysis.

\*Organize and present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning.

\*Develop skills in leadership, teamwork, collaboration, responsibility, and dependability.

**Portfolio Artifact:** Digital recording of the persuasive speech (video or audio).

## Debate II

**Elective Credit: .5**

**Grade: 10+**

**Prerequisite: Debate**

**Course Description:** This course is intended for students who enjoyed the challenges of Debate I. The course will extend on the fundamentals of debate including research, organization and reasoning in an independent learning setting. Students enrolled must compete in at least one out of class debate and one individual events competition is required. Additionally, the student will prepare cases for each topic and mentor students in the Debate I class.

**Portfolio Artifact:** Written cases and tournament ballots.

# MATHEMATICS

## Foundational Algebra I

**Credit: 1**

**Grade: 9+**

**Materials Required: TI-84 Graphing Calculator**

**Course Description:** A foundational study that provides a mathematical vocabulary and the basic skills that are essential in solving word problems. Solving equations and the use of exponents in the numerical expressions and variable expressions, factoring a wide variety of polynomials, the simplification of numerical and algebraic fraction, ratios and proportions, linear relationship, rational and irrational numbers will also be discussed.

**Course Objectives:**

- \*To make a plan, carry out my plan, and evaluate its success when presented with a problem.
- \*To apply the math I know to solve problems arising in everyday life, society, and workplace.
- \*To use appropriate tools to help me explore and deepen my math understanding.
- \*To provide the mathematical background needed for all future HHS math courses.

**Portfolio Artifact:** Final test.

## Algebra I

**Credit: 1**

**Grade: 9+**

**Materials Required: TI-84 Graphing Calculator**

**Course Description:** This course provides a mathematical vocabulary and the basic skills that are essential in solving word problems. Solving equations and the use of exponents in the numerical expressions and variable expressions, factoring a wide variety of polynomials, the simplification of numerical and algebraic fraction, ratios and proportions, linear relationship, rational and irrational numbers will also be discussed.

**Course Objectives:**

- \*To make a plan, carry out my plan, and evaluate its success when presented with a problem.
- \*To apply the math I know to solve problems arising in everyday life, society, and workplace.
- \*To use appropriate tools to help me explore and deepen my math understanding.
- \*To provide the mathematical background needed for all future HHS math courses.

**Portfolio Artifact:** Final test.

## Advanced Algebra I

**Credit: 1**

**Grade: 9+**

**Materials Required: TI-84 Graphing Calculator**

**Course Description:** An advanced study of this course provides a mathematical vocabulary and the basic skills that are essential in solving word problems. Solving equations and the use of exponents in the numerical expressions and variable expressions, factoring a wide variety of polynomials, the simplification of numerical and algebraic fraction, ratios and proportions, linear relationship, rational and irrational numbers will also be discussed.

**Course Objectives:**

- \*To make a plan, carry out my plan, and evaluate its success when presented with a problem.
- \*To apply the math I know to solve problems arising in everyday life, society, and workplace.
- \*To use appropriate tools to help me explore and deepen my math understanding.
- \*To provide the mathematical background needed for all future HHS math courses.

**Portfolio Artifact:** Final test.

## Foundational Geometry

**Credit: 1**

**Grade: 10+**

**Materials required: Scientific Calculator**

**Prerequisite: Instructor approval and Algebra I**

**Course Description:** This course covers the principles of Euclidean geometry to a limited degree. Students will explore the basic theorems and postulates of geometry and apply those concepts to real-world situations. Additional topics include basic elements of proof and constructions.

**Course Objectives:**

- \*To develop and enhance reasoning skills.
- \*To apply geometric principals with activity.
- \*To encourage independent and critical thinking.

**Portfolio Artifact:** Project rubrics.

## Geometry

**Credit: 1**

**Grade: 10+**

**Prerequisite: Algebra I**

**Materials Required: Scientific Calculator**

**Course Description:** This course covers the principles of Euclidean geometry. Students will explore the basic theorems and postulates of geometry and apply those concepts to real-world situations. Additional topics include basic elements of proof and constructions.

**Course Objectives:**

- \*To develop and enhance reasoning skills.
- \*To apply geometric principals with activity.
- \*To encourage independent and critical thinking.

**Portfolio Artifact:** Trigonometry project rubric.

## Advanced Geometry

**Credit: 1**

**Grade: 10+**

**Recommended:**

**Prerequisite: Algebra I**

**Materials Required: Scientific Calculator**

**Course Description:** This course is based on the principles of Euclidean, plane, and solid geometries. Students will be introduced to the postulates and theorems of geometry and encouraged to extend these ideas to the topics of similarity, circles, area, volume, and proof. Additional topics include constructions, probability, and concepts of algebra.

**Course Objectives:**

- \*To demonstrate understanding verbally, algebraically, and graphically.
- \*To become independent thinkers and decision makers.
- \*To make connections between mathematics and everyday life.

**Portfolio Artifact:** Semester exams.

## Foundational Algebra II

**Credit: 1**



**Grade: 11+**

**Prerequisite: Algebra I/ Geometry**

**Materials Required: TI-84 Graphing Calculator**

**Course Description:** A foundational study of this course is a continuation of Algebra I. It includes the study of linear relations, inequalities manipulating exponents, graphing and solving quadratic equations and polynomials, irrational and complex numbers, rational expressions, statistics and probability and exponential and logarithmic functions.

**Course Objectives:**

- \*To make a plan, carry out my plan, and evaluate its success when presented with a problem.
- \*To apply the math I know to solve problems arising in everyday life, society, and workplace.
- \*To use appropriate tools to help me explore and deepen my math understanding.
- \*To make and justify conjectures.

**Portfolio Artifact:** Semester exams.

## Algebra II

**Credit: 1**

**Grade: 11+**

**Prerequisite: Algebra I/ Geometry**

**Materials Required: TI-84 Graphing Calculator**

**Course Description:** This course is a continuation of Algebra I. It includes the study of linear relations, inequalities manipulating exponents, graphing and solving quadratic equations and polynomials, irrational and complex numbers, rational expressions, statistics and probability and exponential and logarithmic functions.

**Course Objectives:**

- \*To make a plan, carry out my plan, and evaluate its success when presented with a problem.
- \*To apply the math I know to solve problems arising in everyday life, society, and workplace.
- \*To use appropriate tools to help me explore and deepen my math understanding.
- \*To make and justify conjectures.

**Portfolio Artifact:** Semester exams.

## Advanced Algebra II

**Credit: 1**

**Grade: 11+**

**Prerequisite: 90% in Advanced Algebra I and 90% in Advanced Geometry**

**Materials Required: TI-84 Graphing Calculator**

**Course Description:** Explore topics of linear systems, series, exponential functions, logarithmic functions, quadratic functions, complex numbers, polynomials, radical functions, rational functions, data collection and analysis. This class stresses the application of concepts and provides an enriched version on Algebra II. This fast-paced course is a challenging course for academically motivated students who enjoy math, are fluent in Algebra I and have good homework skills. Successful completion prepares students for Advanced Pre-Calculus and AP Calculus.

**Course Objectives:**

\*To demonstrate understanding verbally, algebraically, and graphically.

\*To become independent thinkers and decision makers.

\*To make connections between mathematics and everyday life.

**Portfolio Artifact:** Semester exams or semester “I can” statements.

**Pre-Calculus**

**Credit: 1**

**Grade: 11+**

**Prerequisite: Algebra II**

**Materials Required: TI-84 Graphing Calculator**

**Course Description:** Includes units of trigonometry, advanced functions and graphing analysis. The course also encompasses the study of analytical geometry, statistics, finite/infinite series and sequences, as well as combinations and probability. This course will prepare students for entry-level college courses.

**Course Objectives:**

\*To analyze and evaluate a variety of functions with the ability to apply the functions to real world situations.

\*To prepare students for college entrance courses up to, but not including, Calculus.

**Portfolio Artifact:** Semester exams.

**Advanced Pre-Calculus**

**Credit: 1**

**Grade: 11+**

**Prerequisite: 90% in Advanced Algebra II**

**Materials Required: TI-84 Graphing Calculator**

**Course Description:** Includes units of trigonometry, trigonometric identities, advanced functions and graphing analysis. The course also encompasses the study of analytical geometry, statistics, infinite series and sequences, as well as combinations and probability. This class stresses the application of concepts and provides an enriched version of Pre-Calculus. This fast-paced course is a challenging course for academically motivated students who enjoy math, are fluent in Geometry and Algebra 2 and have good homework skills.

**Course Objectives:**

\*To demonstrate understanding verbally, algebraically, and graphically.

\*To analyze, synthesize, and evaluate a variety of functions with the ability to apply the functions to real world situations.

\*To prepare students for AP Calculus.

**Portfolio Artifact:** Semester exams.

**Consumer Math**

**Credit: 1**

**Grade: 11+**

**Prerequisite: Algebra I, Geometry**

**Materials Required: Scientific Calculator**

**Course Description:** A course designed to provide the student with math skills in real world math. Figuring finance charges, bank interest, savings on bills, consumer credit, transportation, insurance, and stocks and bonds are just some of the topics we will cover.

**Course Objectives:**

- \*To make a plan, carry out my plan, and evaluate its success when presented with a problem.
- \*To apply the math I know to solve problems arising in everyday life, society, and workplace.
- \*To use appropriate tools to help me explore and deepen my math understanding.
- \*To make and justify conjectures.

**Portfolio Artifact:** Car buying project.

## Probability and Statistics

**Credit: 1**

**Grade: 11+**

**Course Description:** An introduction to probability and statistics; probability distributions for discrete and continuous random variables; joint probability distributions; point estimation; hypothesis testing. This course is recommended for senior projects that will utilize statistical examination of research.

**Course Objectives:**

- \*Represent data pictorially and numerically, and determine measures of location and variability.
- \*Determine possible outcomes of an event and the probability of a particular outcome.
- \*Determine the probability density (or mass) function, cumulative distribution function, expected value, variance, standard deviation, and the probabilities of various intervals of continuous (and discrete) random variables.
- \*Understand the Central Limit Theorem (Chapter 3).
- \*Conduct hypothesis testing, calculate probability of Type I and II errors, and calculate confidence intervals for a single population.

**Portfolio Artifact:** Original project and presentation.

## AP Calculus

**Credit: 1**

**Grade: 12**

**Prerequisite: 90% in Advanced Algebra II and 90% Advanced Pre-Calculus**

**Materials Required: TI-84 Graphing Calculator**

**Course Description:** The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. Topics include analysis of graphs, derivatives and their applications, integration and its application. It is expected that students taking AP Calculus will attempt the AP test in the spring. Parents and students should understand that a minimum of 60 minutes of homework per night should be expected.

**Course Objectives:**

\*To demonstrate understanding verbally, algebraically, and graphically.

\*To become independent thinkers and decision makers.

\*To make connections between mathematics and everyday life.

**Portfolio Artifact:** Semester exam and AP calculus exam.

## College Algebra

**Credit: 1, Dual Credit**

**Grade: 12**

**Prerequisite: C or better in Algebra II TI-84**

**Materials Required: Graphing Calculator**

**Course Description:** This is a rigorous college level course in which the students study first degree equations and inequalities in one variable, functions and their inverse, polynomial and quadratic functions and their graphs, zeros of polynomials, irrational and complex numbers, quadratic equations and inequalities, exponential, logarithmic and other special functions, sequence and series. College credit is available for students enrolled in this course. The cost for this class is \$200/student (for 2011-12, may change for 2012-13). This cost is the responsibility of the parents/student. In addition, students can earn college credit through articulation with Mount Marty College (MMC). Current rate to receive college credit is \$60/credit hour. This course is considered a 4-credit class. Students seeking college credit would register in January (Spring semester) with MMC.

**Portfolio Artifact:** Semester test.

# SCIENCE

## Foundational Chemistry

**Credit: 1**

**Grade: 9-12**

**Materials Required: Graphing or scientific calculator**

**Course Description:** A course that covers the study of matter, scientific measurement, atomic theory, the periodic table, chemical bonding, reactions, stoichiometry, gas laws, solutions and acids and bases. Lecture, daily work, and labs.

Assessments: daily work, labs, quizzes, tests and participation in class activities.

**Course Objectives:**

\*To be proficient in understanding chemical theory.

\*To accurately analyze and interpret scientific data.

\*To successfully synthesize scientific writings.

\*To be able to perform scientific calculations.

**Portfolio Artifact:** Cumulative projects and/or culminating semester exams.

## Chemistry

**Credit: 1**

**Grade: 9-12**

**Materials Required: Graphing or scientific calculator**

**Course Description:** A course that covers the study of matter, scientific measurement, atomic theory, the periodic table, chemical bonding, reactions, stoichiometry, gas laws, solutions and acids and bases. Lecture, daily work, and labs.

Assessments: daily work, labs, quizzes, tests and participation in class activities.

**Course Objectives:**

\*To be proficient in understanding chemical theory.

\*To accurately analyze and interpret scientific data.

\*To successfully synthesize scientific writings.

\*To be able to perform scientific calculations.

**Portfolio Artifact:** Culminating semester exams.

## Advanced Chemistry

**Credit: 1**

**Grade: 9-12**

**Materials Required: Scientific or Graphing Calculator**

**Course Description:** Chemistry is the study of the composition, structure, and properties of matter, the changes associated with those properties, and the energy necessary for those processes to take place. An understanding of chemical theory will be reinforced through the study of periodicity, atomic structure,

physical and biological properties, chemical bonding, nomenclature, chemical reactions, stoichiometry, phases, and equilibrium. Our goal will be to become familiar with the scientific method and its application to the study of chemistry through laboratory experiments, discussion, special projects, guest speakers, field trips, and real-world application.

Assessments: Laboratory experiments, chapter tests, pop quizzes, journal entries, research papers.

**Course Objectives:**

\*Student will be proficient in understanding chemical theory.

\*Accurately analyze and interpret scientific data.

\*Successfully synthesize scientific writings; Be able to perform scientific calculations.

**Portfolio Artifact:** A typed formal lab report.

## Foundational Biology

**Credit: 1**

**Grade: 10+**

**Course Description:** Topics include cellular structures, functions and mechanisms found in living things, and genetics, ecology, classification, evolution and major taxonomies. Evaluation is based on daily work, labs/activities, quizzes, tests and cumulative semester tests. Projects and relevance will form the core of this course.

**Course Objectives:**

\*To understand the fundamental structures, function, classifications, and mechanisms found in living things.

\*To analyze various patterns and products of natural and induced biological change.

\*To analyze how organisms are linked to one another and the environment.

\*To connect relevance to the content of biology.

**Portfolio Artifact:** Cumulative projects and/or semester exams.

## Biology

**Credit: 1**

**Grade: 10+**

**Course Description:** First semester topics include cellular structures, functions and mechanisms found in living things, and genetics. Second semester examines ecology, classification, evolution and major taxa. Evaluation is done on daily work, labs/activities, quizzes, tests and cumulative semester tests.

**Course Objectives:**

\*To understand the fundamental structures, function, classifications, and mechanisms found in living things.

\*To analyze various patterns and products of natural and induced biological change.

\*To analyze how organisms are linked to one another and the environment.

**Portfolio Artifact:** Cumulative projects and/or semester exams.

## Advanced Biology

**Credit: 1**

**Grade: 10+**

**Course Description:** All fundamental topics of biology will be covered with an emphasis on science as a process, critical thinking, problem solving and the ability to read and decipher the biological text. Tests, Quizzes, Lab Work/Activities and Daily work will be used for assessment.

**Course Objectives:**

- \*Exhibit mastery of the major principles of Biology.
- \*Apply Biological Knowledge and critical thinking to environmental and social concerns.
- \*Practice finding and using patterns in collected data to solve scientific problems.
- \*Demonstrate skills in using various biological instrumentation and scientific methods.

**Portfolio Artifact:** Semester exams or end of year project.

## Physics

**Credit: 1**

**Grade: 11+**

**Prerequisite: Biology, Chemistry, Geometry, Algebra II**

**Materials Required: Scientific or Graphing Calculator**

**Course Description:** Physics is a very mathematical science dealing with matter as it pertains to structure, physical properties, and behavior. Motion, energy, waves, sound, light, and electricity are some of the topics that will be. Our goal will be to become familiar with the scientific method and its application to the study of physics through laboratory experiments, discussion, special projects, guest speakers, field trips, and real-world application.

Assessments: Laboratory experiments, chapter tests, pop quizzes, journal entries, research papers, and group projects.

**Course Objectives:**

- \*Students will be proficient in understanding physical theory.
- \*Accurately analyze and interpret scientific data; successfully synthesize scientific writings.
- \*Be able to perform complex scientific calculations.

**Portfolio Artifact:** Catapult project reports, presentations, and diagrams.

## Advanced Physics

**Credit: 1**

**Grade: 11+**

**Prerequisite: Biology, Chemistry, Geometry, Algebra II**

**Materials Required: Scientific or Graphing Calculator**

**Course Description:** Physics is a very mathematical science dealing with matter as it pertains to structure, physical properties, and behavior. Motion, energy, waves, sound, light, and electricity are some of the topics that will be. Our goal will be to become familiar with the scientific method and its application to the study of physics through the discussion of 8 core real world topics, laboratory experiments, discussion, special projects, guest speakers, field trips, and real-world application.

What sets Advanced Physics apart from Physics is the format and depth of math. This class will be taught with students looking to go into math related fields of study after high school in mind. We will

look at the topics of Physics through 8 core real world situations. Each situation will incorporate many Physics topics through hands on projects, research, and modeling.

Assessments: Laboratory experiments, chapter tests, pop quizzes, journal entries, research papers, and group projects.

**Course Objectives:**

\*Students will be proficient in understanding physical theory.

\*Accurately analyze and interpret scientific data; successfully synthesize scientific writings. \*Be able to perform complex scientific calculations.

**Portfolio Artifact:** Catapult project reports, presentations, and diagrams.

## **Anatomy and Physiology**

**Credit: 1, Dual Credit**

**Grade: 11+**

**Course Description:** A study of the human body from the cellular level to the organ system level will be covered including all 11 body systems. Tests, quizzes, lab work and daily work will be used for assessment.

**Course Objectives:**

\*Exhibit mastery of the major principles of Anatomy.

\*Demonstrate how structure relates to function in the human body.

\*Show an understanding of the importance of homeostasis in the human body.

\*Know the location and function of all major body parts.

**Portfolio Artifact:** Semester exams or cumulative project.

## **Environmental Science**

**Credit: 1**

**Grade: 11+**

**Prerequisite: Biology**

**Course Description:** The course includes units on ecology, populations, water/air/land, mineral and energy resources, our health and future and how they all relate to our impact on the environment.

Lecture, labs, daily work.

Assessments: Tests, quizzes, labs, daily work.

**Course Objectives:**

\*To develop an awareness of environmental issues.

\*To create an understanding of our responsibility to sustain the environment.

**Portfolio Artifact:** Semester end projects.

## **Zoology**

**Credit: 1**

**Grade: 11+**

**Prerequisite: Biology**



**Course Description:** First semester topics include an introduction to taxa, classification, and focus on the anatomy and physiology of invertebrates. Second semester examines the anatomy and physiology of vertebrates. Evaluation is done on daily work, labs/activities, dissections, quizzes, tests and cumulative semester tests.

**Course Objectives:**

\*To identify structures and function relationships within major taxa.

\*To classify organisms using characteristics and evolutionary relationship of major taxa.

**Portfolio Artifact:** Cumulative projects and/or semester exams.

## **AP Chemistry**

**Credit: 1**

**Grade: 11+**

**Prerequisite: Chemistry, Pre-calculus/statistics (or enrolled)**

**Materials Required: Scientific or Graphing Calculator**

**Course Description:** AP Chemistry meets the objectives of a quality college general chemistry course. Students in this course will attain a depth of understanding of chemical fundamentals and a reasonable competence in dealing with chemical problems. The course will contribute to the development of the students' abilities to think clearly and to express their ideas, orally and in writing, with clarity and logic. Assessments: Laboratory experiments, chapter tests, pop quizzes, journal entries, and a research paper.

**Course Objectives:**

\*To be proficient in understanding advanced chemical theory.

\*Students will accurately analyze and interpret scientific data.

\*Successfully synthesize scientific writings.

\*Students will be able to perform complex scientific calculations.

**Portfolio Artifact:** Lab notebook.

## **AP Biology**

**Credit: 1**

**Grade: 11+**

**Prerequisite: Advanced Biology, Advanced Chemistry**

**Course Description:** This course is an equivalent of two semesters of a college introductory course taken by Biology majors their 1<sup>st</sup> semester. The depth of the material covered, time and effort expected from the students is great.

**Course Objectives:**

\*Exhibit mastery of the major principles of Biology.

\*Apply Biological Knowledge and critical thinking to environmental and social concerns.

\*Practice finding and using patterns in collected data to solve scientific problems.

\*Demonstrate skills in using various biological instrumentation and scientific methods.

**Portfolio Artifact:** AP exam or end of year project.

## **AP Physics**

**Credit: 1**

**Grade: 11+**

**Prerequisite: Biology, Chemistry, Geometry, Algebra II**

**Materials Required: Scientific or Graphing Calculator**

**Course Description:** AP Physics like Physics is a very mathematical science dealing with matter as it pertains to structure, physical properties, and behavior. Motion, energy, waves, sound, light, and electricity are some of the topics that will be included in the curriculum. AP Physics will move quickly through material. This means that students need to be motivated to learn the material and willing to put the necessary time in outside of class. Most class time will be used to do labs, go over math questions, and discuss topics in a deeper manner. Most general information will be gathered by the students in out of class assignments.

**Course Objectives:**

\*Students will be proficient in understanding physical theory.

\*Accurately analyze and interpret scientific data; successfully synthesize scientific writings.

\*Be able to perform complex scientific calculations.

\*Students will take the AP Exam at the end of the year.

### **Project Lead the Way: Principles of Biomedics**

**Credit: 1, Dual Credit**

**Grade: 9+**

**Course Description:** In the introductory course of the PLTW Biomedical Science program, students explore concepts of biology and medicine to determine factors that led to the death of a fictional person. The activities and projects introduce students to Biomedical Sciences, while allowing them to design their own experiments to solve problems.

**Course Objectives:**

\*Investigate cases & medical history.

\*Examine autopsy reports.

\*Explore medical treatments that may have prolonged a person's life.

\*Explore human physiology, basic biology, medicine, and research processes.

**Portfolio Artifact:** Semester exams or cumulative project.

### **Project Lead the Way: Human Body Systems**

**Grade: 10-12, Dual Credit**

**Pre-requisite: PLTW Course I: Principles of Biomedical Sciences**

**Course Description:** In the second course of the PLTW Biomedical Science program, students examine the interactions of human body systems as they explore identity, power, movement, protection, and homeostasis. Exploring science in action, students build organs and tissues on a skeletal Maniken®; use data acquisition software to monitor body functions such as muscle movement, reflex and voluntary action, and respiration; and take on the roles of biomedical professionals to solve real-world medical cases.

**Course Objectives:**

- \*Investigate medical cases.
  - \*Examine interactions of human body systems.
  - \*Explore roles of biomedical professionals.
  - \*Explore human physiology, basic biology, medicine, and research processes.
- Portfolio Artifact:** Semester exams or cumulative project.

### **Project Lead the Way: Medical Interventions**

**Credit: 1, Dual Credit**

**Grade: 11-12**

**Pre-requisite: PLTW Course II: Human Body Systems**

**Course Description:** In the third PLTW course, students follow the life of a fictitious family as they investigate how to prevent, diagnose, and treat disease. Students explore how to detect and fight infection; screen and evaluate the code in human DNA; evaluate cancer treatment options; and prevail when the organs of the body begin to fail. Through real-world cases, students are exposed to a range of interventions related to immunology, surgery, genetics, pharmacology, medical devices, and diagnostics.

**Course Objectives:**

- \*Investigate medical cases.
  - \*Examine interactions of human body systems.
  - \*Explore roles of biomedical professionals.
  - \*Explore human physiology, basic biology, medicine, and research processes.
- Portfolio Artifact:** Semester exams or cumulative project.

## SOCIAL SCIENCE

### World Geography

**Credit: .5**

**Grade: 9+**

**Course Description:** The course is a general introduction to geography through the use of the five themes of geography. The focus is on the many different peoples of the world and the physical and cultural forces that influence their lives. This class will focus on the culture and geography of the Eastern Hemisphere.

**Assessments:** This course is taught through a mixture of lecture/note taking, daily reading assignments, group activities, and individual projects. Assessments are done through daily assignments, project grades, quizzes, and, ultimately chapter or unit tests.

**Course Objectives:** Some of the principle objectives to this course will be to:

\*Interpret geographic representations when given information about places and events.

Ex: Maps, graphs, illustrations, etc.

\*Understand the differences and variations in human and physical geography from different places on the globe; Absolute and Relative locations of places, how place characteristics have affected locations, Different cultures, religions, etc.

\*Explain how humans interact with their environment; Human actions depend upon, adapt to, and to modify the environment.

**Portfolio Artifact:** 1 individual project, 1 group project, & final exam.

### AP Human Geography

**Credit: 1**  
**Grade: 9+**

**Course Description:** Introduce students to the patterns and processes of human activities on the Earth's surface. Lecture, daily work, guided notes and projects. Assessments: Tests (Chapter and Unit), quizzes, collaborative project work, cumulative semester exam.

**Course Objectives:**

- \*To introduce and understand the patterns and process of human activity on the Earth.
- \*To develop and apply skills in landscape analysis.
- \*To develop and apply an understanding of maps and spatial data.
- \*To introduce and analyze the six fields of human geography (cultural, population, political, agricultural, economic and urban geography).

**Portfolio Artifact:** Class project, exam.

## World History

**Credit: 1 (Class of 2021+)**  
**Credit: .5 (Class of 2018, 19, 20)**  
**Grade: 10+**

**Course Description:** This course is a comprehensive study of World History, which includes the broad history of humankind, with a more concentrated focus from the Renaissance to present day. Students are introduced to cultural, economic, political and social developments that played a fundamental role in shaping the world in which they now live.

Assessments: This course is taught through a mixture of lecture/note taking, daily reading assignments, group activities, and individual projects. Assessments are done through daily assignments, project grades, quizzes, and, ultimately chapter or unit tests.

**Course Objectives:** Some of the principle objectives to this course will be to:

- \*Relate the causes and consequences of historical events to subsequent events and their legacy in current conditions. Ex: The Enlightenment, Industrial Revolution, The French Revolution, WWII, the Cold War, etc.
- \*Describe the emergence, rise, impact, and role of significant cultural, economic, and political events and philosophies. Ex: Nationalism, Imperialism, Democracies, dictatorships, etc.

**Portfolio Artifact:** 1 individual project, 1 group project, & final exam.

## AP World History

**Credit: 1, AP or Dual Credit**  
**Grade: 10+**  
**Prerequisite: Above a 3.5 GPA or Teacher Approval**

**Course Description:** An advanced survey course of World History from approximately 8000 CE to the present. Extensive reading and writing assignments performed at a collegiate level. Primary and secondary sources will be analyzed. Option to take the national AP test in the spring to earn college credit is offered. This course can also be taken for dual credit.

Instructional Methods: Lecture, group discussion, daily work and essay writing.

Assessments: Tests, quizzes, cumulative semester exams, essay writing.

**Course Objectives:**

\*To understand the changes and interactions within the five major geographical regions of the globe: Africa, the Americas, Asia, Europe, and Oceania.

\*Develop and use the major historical thinking skills and methods (analyzing primary and secondary sources, making historical comparisons, chronological reasoning, and argumentation).

\*Students investigate the content of world history for significant events, individuals, developments, and processes in six historical periods.

**Portfolio Artifact:** AP test/semester cumulative project.

## United States History

**Credit: 1**

**Grade: 11+**

**Course Description:** U.S. History is designed as a concentrated study of our nation from post-American Civil War to the present. The purpose of the course is to make students aware of our nation's past so they can have a better understanding of present events. Critical thinking and writing will be emphasized.

Instructional Methods: Lecture, small and large group discussion, daily work, and projects.

Assessments: Tests, quizzes, collaborative project work, student presentations, and cumulative semester exams.

**Course Objectives:**

\*To provide students with the analytic skills and factual knowledge necessary to deal critically with the problems and materials in U.S. history.

\*To Interpret and apply data from original documents, including cartoons, graphs, letters, works of art, music lyrics, etc.

\*To be able to support a position or argument with relevant historical data and effectively use analytical skills of evaluation, cause and effect, compare and contrast.

**Portfolio Artifact:** Histories mysteries video project, primary document analysis, 1950's culture comparison video project.

## AP United States History

**Credit: 1, AP or Dual Credit**

**Grade: 11+**

**Prerequisite: Above a 3.5 GPA or Teacher Approval**

**Course Description:** An advanced survey course of American History. Extensive reading and writing assignments performed at a collegiate level. Primary and secondary sources will be analyzed. Option to take the national AP test in the spring to earn college credit is offered.

Instructional Methods: Lecture, group discussion, daily work and essay writing.

Assessments: Tests, quizzes, cumulative semester exams, essay writing.

**Course Objectives:**

\*To understand the changes and interactions from pre-European discovery of America through the settling of colonial claims.

\*To analyze the impact of European influence on native peoples and the traditions/points of view they brought with them to the new world.

\*To discuss the changes colonial people experienced that helped to shape their desire to become independent.

\*To analyze the growth of the American nation from independence through modern times.

**Portfolio Artifact:** AP test/semester cumulative project. Government Simulation.

## **American Government**

**Credit:** .5 (Class of 2021+)

**Credit:** 1 (Class of 2018, 19, 20)

**Grade:** 12

**Course Description:** Focus on contemporary nature and function of the American political system. Lecture, daily work, guided notes and projects. Assessment: Unit Tests, quizzes, collaborative project work, cumulative semester exam.

### **Course Objectives:**

\*To explore and analyze foundations of American government.

\*To understand and identify political behavior of government by the people.

\*To explore and apply the three branches of American government at federal and state levels.

\*To understand the different political and economic systems around the world.

**Portfolio Artifact:** Congress Simulation, Court Simulation, Committee Meeting Simulation, Voter Registration.

## **AP Government**

**Credit:** 1

**Grade:** 12

**Prerequisite:** Above a 3.5 GPA or Teacher Approval

**Course Description:** AP U.S. 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. politics and the analysis of specific examples. Students will become familiar with the various institutions, groups, beliefs and ideas that comprise the American political reality. Instructional Methods: Lecture, small and large group discussion, daily work, and projects. Assessments: Tests, quizzes, and collaborative project work. Students will have a choice of taking the National Advanced Placement Exam in May or a cumulative exam in May.

### **Course Objectives:**

\*To understand typical patterns of political processes and behavior and their consequences.

\*To be able to analyze and interpret basic data relevant to U.S. government and politics.

**Portfolio Artifact:** Voter Registration, AP practice tests.

## **Sociology**

**Elective Credit:** .5

**Grade:** 10+

**Course Description:** The focus of this course will be the study of human relationships. Students will learn the basic concepts and theorists of contemporary sociology. They will also learn about the sociological research process and in small groups conduct their own research project. Sociological thought will be used within the context of culture, socialization, crime, education, race and ethnicity, gender, and population.

List of instructional Methods: Lecture, project base, group discussions, research.

Assessments: Projects, Tests.

**Course Objectives:**

\*Define sociology and examine the components of the sociological perspective.

\*Understand the foundations of society including culture, socialization, groups, and deviance.

\*Define and examine social class and social injustice.

**Portfolio Artifact:** Students will participate in a group project involving methods of social research. Students will do an individual project displaying their understanding of a social inequality.

## Psychology

**Elective Credit: .5**

**Grade: 10+**

**Course Description:** This semester course is a challenging and fascinating study of individual behavior. The basic emphasis is on what psychologists have learned about what people do and why they do it. We will study personality development and their effect on one's own behavior and explores career options associated with the field of psychology.

List of instructional Methods: Lecture, project base, group discussions, research.

Assessments: Projects, Tests.

**Course Objectives:**

\*Define psychology and examine the components of the psychological perspective.

\*Experience a research based project.

**Portfolio Artifact:** Students will participate in a group project involving psychological research, they will utilize psychological research methods, collect data to support or disapprove their hypothesis. Students will do an individual project reflecting on their understanding of mental health.

## History Through Film

**Elective Credit: .5**

**Grade: 11+**

**Prerequisite: None**

**Course Description:** A major goal of this course is determining what is valid in contemporary films and historical dramas and what do these films say about the people who create them, the politics behind their creation, and how they reflect the values, ideas, and larger historical issues of the times in which they were created. In addition, we will touch on the history of Hollywood and the motion picture industry itself and examine, from time to time, the changes in film technology, techniques, and/or in the "politics" of the business. A wide range of primary source materials will be used for this purpose. Therefore, this course examines Hollywood feature films and historical dramas as historical



evidence. Students view movies on various topics and participate in Inner/outer Socratic seminar discussions, and write essays comparing that film evidence to information in more traditional sources, such as articles, film reviews and critical commentaries.

**Course Objectives:**

To give students practical experience in critical analysis by evaluating full length feature films as historical evidence.

To motivate students in the interrogation of traditional historical sources by exposing them to relevant written material on past events.

To use film as a means of motivating students to study selected topics in United States history.

To improve students' research and writing skills through the assignment of critical essays on selected subjects that use film and traditional sources as evidence.

To impart an in-depth knowledge of major topics in U. S. history.

Students will be able to reflect upon the following questions:

1. Is film a legitimate historical source?
2. To what extent is film evidence legitimate?
3. What determines the legitimacy of film evidence?
4. What determines the illegitimacy of film evidence?
5. Is film evidence ever better than traditional historical sources?
6. Can Hollywood films be used to teach history?
7. What is the next iteration of historical media?

**Portfolio Artifact:** A notebook containing all notes taken while viewing a film or during class discussions, readings, and other materials handed out in class; Socratic seminar discussion commentary; Final Paper.

## **ECONOMICS/PERSONAL FINANCE**

### **Economics**

**Credit: .5**

**Grade: 11+**

**\* Option of Economics or Personal Finance**

**Course Description:** Introductory level economics course. Utilizing life projects to understand investments, businesses and budgeting along with text material to meet all required standards. A special

focus will be placed on learning the ins and outs of the stock market through simulation practice. The class will participate in ‘creating a business’ as well as Junior Achievement business simulations.

Instructional Methods: Project based, lecture, research.

Assessments: Projects, Tests, and Quizzes.

**Course Objectives:**

\*To understand basic economic concepts.

\*To reason logically about key economic issues that affect their lives as workers, consumers, and citizens.

\*To recognize economists hold differing views on various economic issues.

\*To understand the various types of business organizations such as sole owner, partnership, and corporation and how each of these types function in the global economy.

**Portfolio Artifact:** Final stock/investment summary OR budget “Game of Life” presentation copy.

## **Personal Finance**

**Credit: .5**

**Grade: 11+**

**\*Option of Economics or Personal Finance**

**Course Description:** Personal Finance is designed to teach students how to make wise financial decisions today and as an adult. Topics studied include career development, paycheck and spending plans, taxes, saving and investing techniques, housing and automobile expenditures, financial institutions, insurance (health, automobile, life, home), and the role of credit (credit reports, credit history, positive credit, credit cards). Technology and hands-on activities will assist students to gain real world financial planning experience.

**Course Objectives:**

\*Students will be able to explain the importance of taking responsibility for personal financial decisions.

\*Students will be able to apply criteria for choosing savings and investment options.

\*Students will be able to design a plan for managing finances.

**Portfolio Artifact:** Your dream podcast, uncle rich’s investment project, credit report comic strip, and paycheck brochure.

## **FINE ARTS**

### **Visual Arts Exploration**

**Credit: .5**

**Grade: 9+**

**Course Description:** This course introduces several art disciplines, their introductory techniques and histories over the course of a semester. These disciplines include Drawing, Painting, Sculpture, and Digital Media. The course will involve an overview of Visual Art and its significance to culture through lecture, dialogue, and hands-on creative problem solving. Beyond the concepts and skills required in quality art practice, it is most important to encourage individual self-expression and contemporary awareness.

**Course Objectives:**

\*Identify and reproduce introductory drawing techniques (gesture, contour, value) using a variety of media.

\*Identify, mix, and apply color pigments.

\*Create 3 dimensional forms using a variety of media.

\*Manipulate and save images using introductory Photoshop.

\*Name and discuss historical and contemporary artists and movements.

\*Engage in thoughtful discussion and critique using an ever-growing art vocabulary.

**Portfolio Artifact:** Digital Images of artwork along with reflection statements.

## Creative Arts - Comprehensive

**Credit: .5**

**Grade: 9+**

**Course Description:** Comprehensive courses provide students with the knowledge and opportunity to explore an art form and to create individual works of art. These courses may also provide a discussion and exploration of career opportunities in the art world. Initial courses cover the language, materials, and processes of art forms and the design elements and principles supporting a work of art. As students advance and become more adept, the instruction regarding the creative process becomes more refined, and students are encouraged to develop their own artistic styles. Although Creative Art courses focus on creation, they may also include the study of major artists, art movements, and styles. This course gives you the options for painting, sculpting, and 3 dimensional design.

## Drawing I

**Credit: .5**

**Grade: 9+**

**Course Description:** This studio course teaches basic skills and techniques in drawing. The primary goals are to learn to judge proportion and to depict those observations in drawings that demonstrate an understanding of depth, form, and space. Students use traditional subject matter to explore a range of techniques including the use of grids, negative and basic shapes, sighting, and perspective. Compositional and rendering skills are emphasized and verbal skills are enhanced through critique and class discussion. Assessments: Tests, quizzes, projects, cumulative semester exam.

**Course Objectives:**

\*To develop technical drawing skills through increased knowledge and exploration.

\*To become more disciplined and selective in seeing and drawing.

**Portfolio Artifact:** A digital photo of student's best drawing along with an artist statement and self-evaluation of the work.

## Drawing II

**Credit: .5**

**Grade: 10+**

**Prerequisite: Drawing I, Sketchbook**

**Course Description:** This course explores in greater depth the drawing techniques, media, and methods of composition that were introduced in Drawing I. It is an advanced drawing course that provides intensive focus on experimentation and process. Students are encouraged to explore various approaches to drawing and use of drawing media, apply and expand their level of technical skill, consider alternative drawing methods, and use the process of drawing as a vehicle of personal expression, thought, and creative discourse. Drawing approaches may be abstract or figurative, objective or imaginary, and diverse in format or scale. Assessments: Tests, quizzes, projects, cumulative semester exam.

**Course Objectives:**

\*To use drawing as vehicle for personal expression.

\*To expand technical drawing skills through increased knowledge and exploration.

**Portfolio Artifact:** A digital photo of student's best drawing along with an artist statement and self-evaluation of the work.

## 2-D Design

**Credit: .5**

**Grade: 9+**

**Prerequisite: Drawing I**

**Course Description:** This course deals with problem-solving approaches as they relate to commercial art and design. Students will gain experience in techniques such as layout, illustration, creative lettering design, and advertising concepts. The goal is to develop proficiency in the logic and structure of two-dimensional organization. Emphasis will be placed on the essential elements of visual language: line, shape, value, texture, rhythm, and scale. Assessment: Tests, quizzes, projects, cumulative semester exam.

**Course Objectives:**

\*To understand the media, techniques and processes used to create effective designs.

\*To determine and apply the appropriate compositional elements and organizational principles to solve specific visual arts problems.

\*To learn how to justify visual art preferences using personal aesthetic criteria.

**Portfolio Artifact:** A digital photo of student's best design along with an artist statement and self-evaluation of the work.

## Digital Photography I

**Credit: .5**

**Grade: 10+**

**Prerequisite: none**

**Materials Required: Memory card**

**Course Description:** Looking at photography as a visual media, the technical aspects of the camera and editing software, and the qualities of a good photograph, and how to take one. They will learn strategies to inform, entertain, explain, describe and record ideas.

## **Digital Photography II**

**Credit: .5**

**Grade: 10+**

**Prerequisite: Digital Photography I**

**Materials Required: Memory card and flash drive**

**Course Description:** This class will take your photography to the next level. You will take your photos and push them into the world of commercial and graphic art with the use of photoshop.

## **Art Portfolio**

**(Choose your media: Painting, Ceramics, Sculpture or Photography)**

**Credit: .5**

**Grade: 10+**

**Prerequisite: level 1 and 2 of your selected Media**

**Course Description:** After taking the exploratory classes you chose your media and place more time on the craftsmanship and creativity to push yourself to advance your projects.

## **Concert Band**

**Credit: 1**

**Grade: 9+**

**Prerequisite: Elementary & Middle School Band**

**Course Description:** The Concert Band is a non-auditioned ensemble open to band students in grades 9-12. Band members are required to participate in the concert band, small ensembles, and pep band. Students will have the opportunity to participate in marching band, jazz band, several area honor bands, and other small ensembles. Band students are encouraged to audition for the SD All-State ensembles and participate in the Region II solo/small ensemble contest. Individual instruction is available to all band members and is strongly encouraged, although not required.

**Course Objectives:**

\*To teach music through performance.

\*To develop an appreciation for the unique aesthetic experience created by music.

\*To provide group experiences leading to the development of Esprit de Corps, work ethic, and self-discipline.

\*To promote and foster good citizenship and virtues of ethical and moral behavior.

**Portfolio Artifact:** Concert recording.

## Symphonic Band

**Credit: 1**

**Grade: 9+**

**Prerequisite: Elementary & Middle School Band**

The Symphonic Band is an auditioned ensemble open to students in grades 9-12. Band members are required to participate in the concert band, small ensembles, and pep band. Students will have the opportunity to participate in marching band, jazz band, several area honor bands, and other small ensembles. Band students are encouraged to audition for the SD All-State ensembles and participate in the Region II solo/small ensemble contest. Individual instruction is available to all band members and is strongly encouraged, although not required.

**Course Objectives:**

\*To teach music through performance.

\*To develop an appreciation for the unique aesthetic experience created by music.

\*To provide group experiences leading to the development of Esprit de Corps, work ethic, and self-discipline.

\*To promote and foster good citizenship and virtues of ethical and moral behavior.

**Portfolio Artifact:** Concert recording.

## Jazz Band

**Credit: .25**

**Grade: 9+**

**Course Description:** This Band meets a few days a week before school. The Jazz Band is a non-auditioned ensemble open to band students in grades 9-12. Individual instruction is available to all band members and is strongly encouraged, although not required.

**Course Objectives:**

\*To teach music through performance.

\*To develop an appreciation for the unique aesthetic experience created by music.

\*To provide group experiences leading to the development of a great work ethic, and self-discipline.

\*To promote and foster good citizenship and virtues of ethical and moral behavior.

**Portfolio Artifact:** Concert recording.

## Guitar

**Credit: .5**

**Grade: 9+ (limit of 15 students)**

**Course Description:** Class guitar assumes no previous musical experience and will teach students basic music notation and rhythm while learning to play the guitar. Students will begin by learning the proper techniques necessary to play guitar and simple one-line melodies. As the student's skill level increases,

they will be introduced to various open chords and as time permits, will learn barre chord forms and alternate chord forms.

Assessments: Performance based demonstrations.

**Course Objectives:**

\*To develop technical proficiency on the guitar.

\*To develop an understanding of basic music theory.

**Portfolio Artifact:** An audio or video recording of the final performance assessment.

## Vocal Music

**Credit: 1**

**Grade: 9+**

**Course Description:** The High School Chorus program offers a variety of different performing opportunities throughout the school year. Chorus members will perform in the following events: Homecoming Coronation, Variety Show, Winter Concert, Region II Solo/Small Ensemble Contest, Region II Large Group Contest, Spring Pops Concert and Baccalaureate. Individual members are encouraged to audition for All-State Chorus (local audition) and Honors Choir (state audition). Individuals and small groups are encouraged to sing the National Anthem at local athletic events. Individual instruction in the form of private voice lessons is also available to all choir members upon request.

**Portfolio Artifact:** Concert programs, recordings of performances and judge's comments from regional solo/small ensemble/large group contests.

## AP Music Theory

**Credit: 1, AP or Dual Credit**

**Grade: 10+**

**Course Description:** AP Music Theory introduces the elements of music theory and composition, and how these elements are used in music. The emphasis will be on rules of theory and composition, ear training, sight singing, analysis, and keyboard skills. The course is designed both for students who desire to prepare for music as a career, as well as those who desire it for personal enrichment. While the main emphasis is placed on music of the Common Practice Period (1600 - 1750), music of other stylistic periods will also be studied. Students will be prepared for, and encouraged to take the AP Music Theory Exam.

**Course Objectives:**

\*Read melodies in all clefs including movable C clefs.

\*Notate rhythm and pitch in accordance with standard notation practices.

\*Student will be able to sing, write, play at the keyboard, and recognize by sight and sound major scales and all three forms of minor scales in all keys.

\*Student will be able to sing, write, play at the keyboard, and recognize by sight and sound all simple and compound intervals.

\*Student will be able to sing, write, play at the keyboard, and recognize by sight and sound all triads and 7th chords in all positions and inversions.

\*Use correct music theory terminology and vocabulary.

- \*Analyze the chords of a musical composition by number and letter name.
- \*Transpose a composition from one key to another.
- \*Write rhythmic, melodic, and harmonic dictation featuring simple and complex melodies.
- \*Part write harmonic progressions in major and minor keys which employ non-chord tones, and secondary dominant and secondary leading tone chords.
- \*Realize Roman numeral and figured bass progressions.
- \*Harmonize a melody with appropriate chords using proper voice leading.
- \*Successfully sight sing diatonic and chromatic melodies.
- \*Understand and recognize basic musical forms such as binary, ternary, rondo, etc.
- \*Express musical ideas through composition and arranging by applying the basic rules that govern music composition.

**Portfolio Artifact:** Composition projects.

## **Stagecraft/Drama I**

**Credit:** .5

**Grade:** 9+

**Required:** Actor's Journal, Theatre Attendance

**Course Description:** Foundational understanding of theatre arts –performance, improvisation, character analysis, history. Lecture, play, individual and group projects. Tests, quizzes, participation, and collaborative projects.

**Course Objectives:**

- \*Students will use theater as a means for creative self-expression and interpersonal communication.
- \*Students will understand the relationship between theater and history, culture, and society.
- \*Students will demonstrate a capacity for critical and sensitive response to various theater experiences.

**Portfolio Artifact:** Character sketch, performance pieces.

## **Stagecraft/Drama II**

**Credit:** .5

**Grade:** 9+

**Prerequisite:** Drama I

**Required:** Theatre Attendance

**Course Description:** In depth exploration of theatre arts – audition preparation, producing texts and performances. Lecture, play, individual and group projects. Tests, quizzes, participation, and collaborative projects.

**Course Objectives:**

- \*Students will use theater as a means for creative self-expression and interpersonal communication.
- \*Students will understand the technical and dramatic aspects used in the production and performance of theater.
- \*Students will understand the relationship between theater and history, culture, and society.
- \*Students will demonstrate a capacity for critical and sensitive response to various theater experiences.

**Portfolio Artifact:** Performance playbill, monologues, sketches, and performance pieces.





# PHYSICAL EDUCATION

## Wellness

**Credit: .5**

**Grade: 9+**

**Course Description:** Focus is on the student developing a sense of fitness and wellness through self-evaluations. Various forms of exercises are modeled and available for the students to choose their personal workout track. Students will organize, plan and record workouts and progress throughout the semester. Assessments include logs and measurable goals.

**Course Objectives:**

- \*To expose students to numerous forms of exercise.
- \*Students will develop confidence in personal wellness.
- \*Students will organize and develop a personal weekly workout.
- \*Students will set measurable short and long-term fitness goals.
- \*Students will learn the practice of self-motivation in terms of wellness.

**Portfolio Artifact:** Weekly workout electronic journal, pre- and post-testing.

## Athletic Training

**Credit: .5**

**Grade: 11+**

**Prerequisites: Anatomy and Physiology, Instructor permission**

**Course Description:** Introduces the profession of athletic training and the basic principles of preventative care commonly used in the profession. Topics will include athletic training facility organization and procedures; protective sports equipment; construction of protective devices; and application of protective taping, braces, wrapping, and protective pads. Areas to be studied include the role of the athletic trainer in sports medicine, mechanisms of athletic injuries, tissue response to injury, blood-borne pathogens, introductory techniques of the assessment and evaluation of athletic injuries and emergency procedures. This course may require hours of internship.

**Course Objectives:**

- \*Select athletic taping, protective devices, or braces; and apply prophylactic preventative athletic tape, protective devices, and braces.
- \*Identify rules and requirements specific to sport or activity for athletic taping, protective devices, braces, etc.
- \*Identify responsibilities of the sports medicine team and related disciplines and describe certification requirements for athletic training.
- \*List components of an athletic training room and demonstrate record keeping practices in athletic training.
- \*Illustrate how tissues of the body respond to injury and classify basic musculoskeletal injuries and mechanism.
- \*Outline the process of injury evaluation; and identify the basic psychological components of injury.

**Portfolio Artifact:** Practical rubric evaluation.

## Nutrition/Wellness

**Credit: .5**

**Grade: 9+**

**Note: This course fulfills a Wellness credit.**

**Course Description:** This Wellness course has greater dietary and nutrition focus. Students will spend a balance of independent practice and instructor-assisted class time investigating the nutrition portion of wellness. Nutrition and Wellness is designed to develop the knowledge and skills necessary for student to improve their own health and wellness as well as to make healthy food choices. Students will learn how to determine. This course will count as one semester of Wellness.

**Course Objectives:** Learning ideal weight and familiarity with weight control methods of diet and exercise. Food laboratory experiences. Comprehending the science of food and fitness.

**Portfolio Artifact:** Dietary journal.

## Meal Planning

**Credit: .5**

**Grade: 9+**

**Note: This course fulfills a Wellness credit.**

**Course Description:**

In this semester course, students will learn how to make wise personal food choices, which will promote health, control weight and make meals more enjoyable. Students will learn how to use label information and unit pricing to make shopping more economical. Students will properly operate updated kitchen appliances in meal preparation with emphasis on safety. Meal preparation skills will improve and students will gain self-confidence, as they are involved in more advanced skills and concepts in food preparation. If you love to prepare foods, this class is for you!

# FOREIGN LANGUAGES

## Spanish I

**Credit: 1**

**Grade: 9+**

**Course Description:** Focuses on teaching the basic elements of Spanish language and culture. Lecture, daily work, guided notes and projects. Assessment: Quizzes (vocabulary and grammar), speaking tests, listening tests, unit tests, collaborative project work, cumulative semester exams (one per semester).

**Course Objectives:**

\*Develop novice-level proficiency skills in speaking, writing, listening, and reading.

\*Analyze and use basic grammar as a tool for effective communication.

\*Develop language-learning strategies and skill-building techniques.

**Portfolio Artifact:** Semester test, recordings.

## Spanish II

**Credit: 1**

**Grade: 10+**

**Prerequisite: C or higher in English I, C- or higher in Spanish I**

**Course Description:** Focus on grammatical structure and vocabulary. Classroom activities include review activity, guided notes, skits, partner work, and journaling. Assessments include: quizzes, written tests, speaking tests, listening tests and projects.

**Course Objectives:**

\*Students will be able to speak in the target language, especially about their past.

\*Students will be able to listen to the target language and answer specific questions about what they just heard.

\*Students will be able to read in the target language.

\*Students will have a better understanding of the culture and history of those who speak Spanish.

\*Students will be able to write stories in the target language, especially about their past.

**Portfolio Artifact:** Written composition in response to a series of questions about different times in one's life. Recorded oral response to a prompt that requires the use of different vocabulary and time frames.

## Spanish III

**Credit: 1**

**Grade: 11+**

**Prerequisite: C or higher in both semesters of Spanish II**

**Course Description:** Build upon listening comprehension and speaking skills. More advanced grammar study is conducted and students are expected to respond in Spanish. Lecture, daily work, guided notes and projects. Assessment: Quizzes (vocabulary and grammar), speaking tests, listening tests, unit tests, collaborative project work, cumulative semester exams (one per semester).

**Course Objectives:**

\*Develop intermediate level proficiency skills in speaking, writing, listening, and reading.

\*Analyze and use intermediate to advanced grammar as a tool for effective communication.

**Portfolio Artifact:** The students will write a story about an event that took place in their past utilizing vocabulary and verb structure presented in this level. The students will do several recorded speaking activities using story boards to tell a story about others that happened in the past.

## Spanish IV

**Credit: 1**

**Grade: 12**

**Prerequisite: B or higher in both semesters of Spanish III**

**Course Description:** Study of complex Spanish grammar and the reading of authentic Spanish literature. Emphasis is placed on discussing and writing about the literature in Spanish. Students are expected to speak the target language extensively in class. Students will be engaged in a variety of activities to foster a better understanding of the language and culture. Lecture, daily work, guided notes and projects. Assessment: Quizzes (vocabulary and grammar), speaking tests, listening tests, unit tests, collaborative project work, cumulative semester exams (one per semester).

**Course Objectives:**

\*Demonstrate the ability to comprehend not only the instructor but also a variety of speakers heard on tape, in music, in film and television.

\*Demonstrate the ability to speak with greater proficiency measured by fluency, accuracy, complexity and spontaneity on regular oral exams.

\*Analyze and use intermediate to advanced grammar as a tool for effective communication.

\*Analyze current event articles in the target language.

\*Demonstrate the ability to tell a series of stories and jokes from beginning to end.

\*Make interdisciplinary connections with students in other content areas with face to face conversations and on line discussions.

\*Demonstrate the ability to tell a series of stories and jokes from beginning to end as measured by specific oral exams.

**Portfolio Artifact:** The students will write numerous journals and a paper over current event articles they read in the target language. The students will record expressed feelings to show empathy through spoken language about a problem they could face while living abroad.

## American Sign Language I

**Credit: 1**

**Grade: 9+**

**Course Description:** Introduces the fundamentals of American Sign Language (ASL) used by the Deaf Community, including basic vocabulary, syntax, finger spelling, and grammatical non-manual signals. Focuses on communicative competence.

**Course Objectives:**

- \*Introduce self and interact in Deaf culturally appropriate ways.
- \*Discuss aspects of and perspectives on Deaf Culture and Deaf Communities.
- \*Ask and answer questions, both yes/no and WH.
- \*Use basic ASL grammar structure, including rhetorical questions and topic/comment,

directional verbs and the appropriate use of fingerspelling.

- \*Incorporate number structures such as cardinal and special information into basic conversations.
- \*Demonstrate appropriate usage of facial expression and non-manual markers.
- \*Engage in conversations about a variety of basic topics including introductions, personal schedules, activities, classroom environments, etc.

**Portfolio Artifact:** Recorded conversation and rubric from practical exam.

## American Sign Language II

**Credit: 1**

**Grade: 10+**

**Prerequisite: American Sign Language I**

**Course Description:** Further development of ASL skills. Focus on talking about self and others. Continued exploration of American deaf culture and history.

**Course Objectives:**

- \*Expand knowledge of deaf culture.
- \*Use intermediate level ASL grammar structure, including contrastive structure, agent markers, and pronouns.
- \*Develop intermediate level skills incorporating classifiers into sentences.
- \*Engage in in depth conversations about a variety of topics including family, school, time, and personalities.
- \*Understand and practice the difference between conversational sign, signed stories, and formal signing.

**Portfolio Artifact:** Taped and evaluated conversation rubric.

## CTE-FAMILY AND CONSUMER SCIENCE

### Family and Consumer Science

**Credit: 1**

**Grade: 9+**

**Course Description:** Topics covered in Foundational Career and Technical Education include leadership styles and habits of effective leaders; leadership possibilities with FCCLA (Family, Career, and Community Leaders of America); importance and implementation of a community service project; personal, family and work relationships; personal health and wellness; employability skills; goal setting; communication strategies, etc. When studying personal health and wellness, students will have the opportunity to prepare and serve nutritious meals in the foods lab.

**Course objectives:** Leads students through a process of self-knowledge and exploration to be a productive student, family member, worker, and lifelong learner.

**Portfolio Artifact:** Leadership iMovie, illustrated talk, community service project, nutrition food labs reflection.

### Nutrition/Wellness

**Credit: .5**

**Grade: 9+**

**Note: This course fulfills a Wellness credit.**

**Course Description:** This Wellness course has greater dietary and nutrition focus. Students will spend a balance of independent practice and instructor-assisted class time investigating the nutrition portion of wellness. Nutrition and Wellness is designed to develop the knowledge and skills necessary for student to improve their own health and wellness as well as to make healthy food choices. Students will learn how to determine. This course will count as one semester of Wellness.

**Course Objectives:** Learning ideal weight and familiarity with weight control methods of diet and exercise. Food laboratory experiences. Comprehending the science of food and fitness.

**Portfolio Artifact:** Dietary journal.

## **Meal Planning**

**Credit:** .5

**Grade:** 9+

**Note:** This course fulfills a Wellness credit.

### **Course Description:**

In this semester course, students will learn how to make wise personal food choices, which will promote health, control weight and make meals more enjoyable. Students will learn how to use label information and unit pricing to make shopping more economical. Students will properly operate updated kitchen appliances in meal preparation with emphasis on safety. Meal preparation skills will improve and students will gain self-confidence, as they are involved in more advanced skills and concepts in food preparation. If you love to prepare foods, this class is for you!

**Course Objectives:** Students will analyze factors that influence nutrition and wellness of individuals and families. Students will evaluate factors that affect food safety. Students will evaluate nutrition from production to consumption.

**Portfolio Artifact:** Foods of the World (Foreign Foods) Presentation and Preparation. 21 Day Meal Project. Foods Lab. Field Trip Reflection (Minerva's).

## **Culinary Arts I**

**Credit:** 1

**Grade:** 9+

**Course Description:** Topics covered are: career paths within the foodservice industry; successful customer relations; prepare and serve safe food; preventing accidents and injuries; basic culinary skills and use of foodservice equipment; mathematical skills essential for job performance in the foodservice industry; food selection and preparation techniques.

## **Human Development I**

**Credit:** .5

**Grade:** 10+

### **Course Description:**

This project-based course is designed to address the following topics: pregnancy; prenatal development; birth; growth and development of an infant to a toddler; theorists; and the importance of nurturing young children. Students will have the option to experience the role of having children through the Baby-Think-It Over simulator and empathy belly. If this simulation isn't for you, another alternative project will be given.



**Course objectives:** Students will analyze principles of human growth and development. Students will differentiate growth and development of infants and toddlers.

**Portfolio Artifact:** Baby-Think-It Over experience and Baby Book. Birth Defects and Environmental Hazards Presentation. Field trip reflection. “Where I started” project.

## Human Development II

**Credit: .5**

**Grade: 10+**

### **Course Description:**

This project-based course is designed to address the following topics: preschool and school-age theories in practice; growth and development; regulations and opportunities in the child care industry; special topics related to children such as childhood diseases, special needs, temperament and child abuse/neglect; and first aid/emergency training. Students will have the opportunity to work with children in a preschool setting. A field trip will also be part of the class experience. If you love children, this class is for you!

**Course objectives:** Students will analyze growth and development of preschool through school-age children. Students will organize a safe and healthy learning environment for youth. Students will distinguish career paths with early childhood education, child services, preschool, and school-aged education.

**Portfolio Artifact:** *Child Called It* Reflection. Preschool lesson plans and observations. Certification in childhood CPR. Theorist Puppet Show.

## Teaching of Children

**Credit: .5**

**Grade: 10+**

### **Course Description:**

This course is intended to give experience to high school students who are considering a profession in education (early childhood, elementary, or middle/high school) or a profession as a trainer. Topics covered include an introduction to theories and practices in education; guidance and group management; curriculum development and implementation; and professional and ethical behavior of an educator. During the course, students will do 12 to 15 hours of practicum experience with a selected educator.

**Course objectives:** Students will analyze knowledge required for careers in education training. Students will demonstrate integration of curriculum and instruction to meet developmental needs of individuals.

**Portfolio Artifact:** Teaching Job Description. Parent and Community Involvement Strategic Plan. Teaching Practicum Observation and Reflection.

## Introduction to Human Services

**Credit: .5**

**Grade: 10+**

**Course Description:**

Introduction to Human Services is designed to give high school students an overview of the opportunities, occupations, and skills needed in the Human Services career cluster. The topics covered in this course will include exploration of the career pathways within the cluster; qualities, characteristics, expectations, requirements and other skills needed to be in a “people-oriented” field. Students will hear from professionals in various career areas, as well as participate in local tours, and on-the-job placements.

**Course objectives:** Students will explore and observe careers in the Human Services field. Students will examine professional behaviors, skills and abilities necessary in human services careers. Students will assess personal readiness for a career in human services.

**Portfolio Artifact:** Job shadowing and internships reflections. Human Services Portfolio. Field trip and guest speaker reflections.

## Fashion Design

**Credit: .5**

**Grade: 10+**

**Course Description:** Fashion Design is designed for individuals who are drawn to the fashion industry because of a love of style, design, and glamour. Topics covered include: career opportunities, history of fashion, influences on fashion, textiles and textile products, elements and principles of design, and fashion illustration and production.

**Course Objectives:** Students will classify career opportunities in fashion design. Students will interpret the influences of art and media on fashion. Students will differentiate how politics, society, economics, culture, and aesthetics influence fashion. Students will classify clothing details that are used to recognize, understand, and interpret fashion. Students will evaluate fibers, yarns, fabrics and finishes for end use. Students will critique fashion for application of the elements and principles of design. Students will critique how color theory and color forecasting impact fashion design. Students will produce a fashion line.

**Portfolio Artifact:** Fashion design product, Elements and Principles of Design Portfolio, Produce Style Show.

## Interior Design

**Credit: .5**

**Grade: 10+**

**Course Description:**

Interior Design is a course designed to address the knowledge, skills, and attitudes when creating a functional interior. A project based approach will be used to address topics such as the history of design and interiors, the elements and principles of design, space planning, and designing a floor plan to meet different life cycle needs. Students will also learn about selecting interior furnishings and products, as well as design and development of architectural furniture.

**Course Objectives:** Classify design and development of furniture and other interior furnishings.

Evaluate interior furnishings and products for end use. Apply the principles and elements of design to

interior space. Demonstrate skills necessary for selection of interior furnishings and products

**Portfolio Artifacts:** Interior Design Portfolio that will contain but not limited to the following: color wheel, floor and room design samples, furniture selection, interior finishes, etc.

# CTE-AGRICULTURE

## Introduction to Agriculture

**Credit: .5, Semester 1**

**Grade: 9+**

**Course Description:** This one semester course will explore the industry of agriculture and its impact on our world. Class will include classroom discussion, group participation activities, reciting the FFA Creed, basic parliamentary procedure, how to set up and maintain a simple record keeping system. Topics will include small animal science, basic plant science, basic leadership, tractor and rural safety, and involvement in the National FFA Organization. This course will be a prerequisite for other agricultural courses offered at HHS.

### Course Objectives:

- \*To understand the importance of knowing how agriculture affects our lives.
- \*To develop basic leadership abilities and understand the importance of being a leader in our community.
- \* To understand how food products such as poultry and eggs are safely grown, processed and prepared for human consumption.
- \*To understand basic terms and breeds of common farm animals.
- \*To understand how to grow and care for simple plants.
- \*To identify careers in agriculture and investigate potential career opportunities.
- \*To understand how technology is making it possible for agriculturists to grow more food on less land and how tractors and equipment are being more efficient.

**Portfolio Artifact:** Create an iMovie on agricultural careers, build wooden shop projects and team build a doghouse, create a personal financial SAE record book.

## Introduction to Agriculture Mechanics

**Credit: .5, Semester 2**

**Grade: 9+**

**Course Description:** This one semester course compliments Introduction to Agriculture, Food & Natural Resources. This course will introduce how to identify and use common hand and power tools and how to operate them safely. We will also introduce the student to basic welding operations such as operating plasma cutters, oxy-acetylene cutting torch and arc welding. The class will include classroom discussion, safety tests & quizzes, hands on demonstrations and skill practice and the construction of simple woodworking projects. This course will be a mandatory requirement for the following courses:

- Ag. Metal Fabrication
- Fundamental Ag. Structures
- Advanced Ag. Structures

### Course Objectives:

- \*To understand what common hand tools are used in the woodworking shop and how to use them safely.
- \*To understand what common electrical power tools are used in the woodworking shop and how to use them safely.

\*To demonstrate the safe operation of hand and power tools.

\*To demonstrate how to maintain, change bits, blades, & sandpaper and perform minor repairs.

## **Animal Science**

**Credit: .5**

**Grade: 10+**

**Prerequisite: Introduction to Agriculture**

**Course Description:** The basics of large animal digestion, nutrition, reproduction, and management. Class will be primarily lecture with short quizzes & demonstrations. Common breeds of cattle, horses, sheep and swine will be discussed and understand what they provide for our lives.

**Course Objectives:**

\*To identify and understand the importance of common breeds of livestock.

\*To understand the importance of proper nutrition to all animals.

\*To understand how to provide basic health care to all animals.

\*To identify careers in animal science and potential career opportunities.

**Portfolio Artifact:** Research project on the history, origin and uses of a specific animal species.

## **Animal Science II**

**Credit: .5**

**Grade: 11+**

**Prerequisite: Introduction to Agriculture**

**Course Description:** Students will develop knowledge and skills pertaining to various scientific principles, current topics associated with animal rights/welfare, anatomy and physiology of multiple species of animals, animal nutrition, diseases, parasites and much more.

**Course Objective:**

\*The student demonstrates principles relating to the human, scientific, and technological dimensions of scientific animal agriculture and the resources necessary for producing domesticated animals.

\*The student applies the principles of reproduction and breeding to livestock improvement. (7) The student applies the principles of molecular genetics and heredity.

\*The student examines and compares animal anatomy and physiology in livestock species. (9) The student determines nutritional requirements of ruminant and non-ruminant animals. (10) The student evaluates animal diseases and parasites.

\*The student defines how an organism grows and how specialized cells, tissues, and organs develop.

\*The student recognizes policies and issues in animal science.

\*The student discusses livestock harvesting operations.

\*The student explores methods of marketing livestock.

**Portfolio Artifact:** Documentation of successful completion of job shadow with someone who has an animal science degree.

## **Companion Animals**

**Credit: .5**

**Grade: 10+**

**Prerequisite: Introduction to Agriculture**

**Course Description:** Urban and rural students desire training in all areas of animal care. Careers in the small animal industry are growing quickly. Companion Animals is a course designed for urban and small acreage dwellers requiring the same knowledge as a larger livestock producer, but on a smaller scale. Major animals studied in the Companion Animals course are dogs, cats, horses, fish, rabbits, etc.

**Course Objective:**

\*Use classification systems to explain the anatomy and physiology of companion animals. \*Differentiate between different species' reproductive cycles.

\*Analyze elements in the reproductive cycle to explain differences between male and female reproductive systems.

\*Evaluate an animal's developmental stage to comprehend differences in nutrient requirements throughout the animal's life cycle.

\*Analyze a feed ration to determine whether it fulfills a given animal's nutrient requirements.

\*Recognize optimum performance for a given animal species.

\*Judge an animal's behavior to safely work with it.

**Portfolio Artifact:** Research breed standards for a given breed of companion animal and develop a reproduction management plan for that companion animal.

## **Wild Life and Fisheries**

**Credit: .5**

**Grade: 10+**

**Prerequisite: Introduction to Agriculture**

**Course Description:** South Dakota's natural resources play an important role in its economic health. Mining, toxicology, forestry, conservation, hunting, fishing, recreation and tourism are career areas in which natural resources skills are necessary. Jobs within the natural resources field are very competitive. Depending on the sector within the natural resources industry, job demand is expected to range from remaining steady to increasing dramatically. The Natural Resources course is designed to give students a background in natural resource systems and the many career opportunities available in the field. It addresses the biological and environmental issues within our state.

**Course Objective:**

\* Demonstrate environmental and natural resource knowledge to enhance natural resources.

\* Describe biological and physical characteristics to identify and classify plant-based natural resources.

\*Identify natural cycles and related phenomena to describe ecologic concepts and principles.

\*Describe soil compositions and properties.

\*Examine wetland, watershed and groundwater properties, classifications and functions.

\*Discuss forestry management techniques.

\*Describe how natural resource products are produced, harvested, processed and used.

\*Describe techniques and equipment needed to manage fires.

\*Discuss animal and plant disease symptoms and prevention.

\*Recognize insect types and available controls to prevent insect infestation.

**Portfolio Artifact:** Create a habitat management plan.

## Landscaping

**Credit: .5**

**Grade: 10+**

**Course Description:** Landscaping is designed for students with an interest in how plants grow and how to design and install simple landscape plans. This course is for students who are exploring the landscaping and plant science fields or who wish to expand their knowledge of these areas for their personal use at home. Course will include lecture & discussion, quizzes, landscape drawing, hands-on planting and growing activities, and possible field trips.

**Course Objectives:**

- \*To understand basic soil properties and testing.
- \*To understand how plants grow and their nutrient requirements.
- \*To understand and demonstrate how to grow plants from seeds and cuttings.
- \*To understand and demonstrated how to draw basic landscaping plans.
- \*To understand the basic parts, operation, and maintenance of small gas engines.
- \*To understand and demonstrate how to properly prune trees & shrubs.
- \*To understand and demonstrate how to properly install mulch, edging & landscape plants.

**Portfolio Artifact:** Documentation of growing plants from seed & cuttings, iMovie over careers in the horticultural sciences and landscaping. Landscape drawings & photos of students correctly installing landscape materials and plants.

## Agriculture Processing

**Credit: .5**

**Grade: 10+**

**Prerequisite: Introduction to Agriculture**

**Course Description:** Students will have the opportunity to learn how food gets from the farm to our table. Food crops such as corn, wheat, soybeans, dairy products, and the meat industry will be the main focus. Classroom discussion, taste testing, cooking and preparing foods, and field trips will be included.

**Course Objectives:**

- \*Understand how cows produce milk and how it is processed to be safe for consumers.
- \*Understand how common dairy products such as milk, butter, cheese, ice cream, and yogurt are manufactured.
- \*Understand how meat animals are slaughtered and processed.
- \*Understand the safe handling required of meat products and how to properly prepare meat.
- \*Understand what are the major grain crops of South Dakota and how they are harvested and processed.

**Portfolio Artifact:** Documentation on the making of ice cream, butter & properly preparing red meat.

## Agriculture Metal Fabrication

**Credit: .5**

**Grade: 11+**

**Prerequisite: Introduction to Agricultural Mechanics**

**Course Description:** Learn hands on skills necessary for working with metals. Hands-on experiences in safely operating the cutting torch, plasma cutter, grinder, chop saw and arc welders. The majority of the class will be spent in the shop learning safety and various skills.

**Course Objectives:**

- \*To demonstrate the safe operation of metal working power tools.
- \*To understand the career opportunities available in welding and metal fabrication.
- \*To demonstrate how to correctly set, adjust, & use the oxy-acetylene torch and plasma cutter.
- \*To demonstrate how to use SMAW and MIG electric arc welders.

**Portfolio Artifact:** Documentation on assigned arc welds, metal cutting practices and welded shop projects.

### **Fundamental of Agriculture Structures**

**Credit: .5**

**Grade: 11-12**

**Prerequisite: Introduction to Agricultural Mechanics**

**Course Description:** Students in this course will have the opportunity to develop basic wood working skills. This course will include both classroom and shop activities with the majority of the course be conducted in the shop performing hands on skills. This is an introductory level course for students interested in learning the safe operation of power tools and learning the basics of working with many different varieties of wood. Wood working projects will be made in this class but it is not a furniture or cabinetry making course. Examples of possible projects would be sawhorses, Adirondak chairs, simple bookshelves, etc.

**Course Objectives:**

- \*Learn the basic properties of and differences between softwoods & hardwoods.
- \*To understand and demonstrate how to safely operate hand and power tools.
- \*To understand and demonstrate how to draw a basic project plan.
- \*To understand and develop a bill of materials for a needed project.
- \*To understand how to follow a project plan and construct simple to intermediate wood projects..
- \*To demonstrate how to select and apply different types of paint, stain and other finishes to wood projects.

**Portfolio Artifact:** Documentation of successful completion of power tool safety instruction. Also documentation of completed constructed projects.

### **Agriculture Leadership/Parliamentary Procedure**

**Credit: .5**

**Grade: 10+**

**Prerequisite: Introduction to Agriculture, Instructor Approval**

**Course Description:** Gain an understanding of the importance of leadership skills & abilities in community organizations and the workplace. Discussion, group projects, research, public speaking and community service projects will be utilized. We will place an emphasis on FFA activities and events.

**Course Objectives:**

- \*To demonstrate how to create and present a group presentation.



\*To Understand the importance of community service & volunteerism and to design, plan and implement a community service project.

\*To demonstrate how to research an agricultural topic and give an informative speech.

\*To demonstrate & understand the proper way to conduct a business meeting.

\*To develop skills needed for job interviewing and writing resumes.

\*To demonstrate how to properly complete a FFA award application and personal financial record book.

\*To identify career opportunities within the agricultural industry and research an agricultural careers and their potential for employment.

**Portfolio Artifact:** SAE Record book, personal resume, and script for group presentation.

## CTE-BUSINESS

### Introduction to Business

**Credit:** .5

**Grade:** 9+

**Course Description:** This course will enable the student to learn about the stock market, personnel management, leadership and motivational techniques. This course is a survey of the functions of business, a comparison of the forms or organizations and methods of administration and the interdependence of production, distribution and finance in modern business. The principles learned in this course will allow the student to understand the various forms of business domestically and globally. The principles are relevant for everyone, from those entering the workforce for the first time to aspiring entrepreneurs.

**Portfolio Artifact:** Business plans and construction project.

### Accounting I

**Credit:** 1

**Grade:** 10+

**Course Description:** Accounting progresses through the accounting cycle for a small service business organized as a single proprietorship, a merchandising business organized as a partnership, and a merchandising business organized as a corporation. The accounting cycle includes journalizing, posting, and closing the ledger. Students also learn how to convert from a manual to an automated system. Reinforcement activities and a simulation provide an opportunity to work through the accounting cycle several times.

**Portfolio Artifact:** Simulated ledger.

## Work-Based Experience

**Credit: .5-1.0 Based on number of work hours.**

**Grade: 10+**

**Prerequisites: Approval of instructor and principal, all necessary paperwork completed prior to drop/add date, on-site supervisor approval**

**Course Description:** Career-oriented experience with off-campus placement. Shall be connected to advancement of future employment possibilities. This course is pass/fail.

**Portfolio Artifact:** Journal and summary paper.

## CTE-COMPUTER SCIENCES

### Web Publishing & Design

**Credit: .5**

**Grade: 9+**

**Course Description:** Foundational web design concepts. Lecture, daily work and projects.

Assessments: Tests, collaborative project work.

**Course Objectives:**

\*To create, review, and publish their own website.

\*To learn and understand the basics of HTML, DreamWeaver, PhotoShop, Javascripts, CSS, and WordPress.

\*To understand the purpose of their website and what audiences will be attracted to their site.

\*Will learn how to interview, film, edit, and publish stories online.

**Portfolio Artifact:** All projects will be posted to our Harrisburg District school website.

### AudioVisual Production

**Credit: .5**

**Grade: 9+**

**Course Description:** This class focuses on the software side of production. Students' main responsibility will be to produce the materials needed for display on the Tiger Vision boards in Tiger Stadium and Tiger Gym and Tiger TV, such as animated graphics, upcoming event slides, starting lineups, and birthday slides. Will use many instructional methods. Hands-on experience using a/v production software and hardware

Assessments: Public display of authentic projects.

**Course Objectives:**

\*Students in this course will be responsible for the generation of all public media including: public service announcements, tiger trivia, upcoming events, sport intro videos, starting line-ups, texting polls, RSS feed to HSD website, birthday announcements, formatting events for download, tweets, overlay graphics, field work: filming of green screen/field footage.

\*Topics: Camera use, scripting, storyboarding, professionalism, video critique, terminology, equipment use, tours & speakers with community businesses & members, final cut (video software), multicaster, show controller, sound director (event production software).

**Portfolio Artifact:** Publicly displayed graphics and video.

## **Tiger Vision**

**Credit: .25 or .5 Depending on the amount of events worked.**

**Grade: 9+**

**Course Description:** This class will require out of school time and personal transportation to and from home events. Students will be instructed on the AudioVisual Equipment used at various events in the district and will be responsible to work a set number of events to recorded and broadcast these events.

## **Senior Experience**

**Credit: .5**

**Grade: 12+**

**Prerequisite: Approval of Principal**

**Course Description:** A capstone experience consolidates the high school curriculum into a meaningful and relevant opportunity to showcase skills developed during the high school tenure. “Do, Write, Present” is the current form of senior experience. Students receive parameters for this experience in the spring of their junior year and complete prior to graduation.

**Portfolio Artifact:** Paper, journal presentation.

# GENERAL ELECTIVES

## Publications/Yearbook

**Credit: .5**

**Grade: 10+**

**Course Description:** Publications class takes responsibility for producing the yearbook and the school newspaper. The newspaper will be published nine times per school year, and the yearbook requires three separate deadlines during the school year. We will use the journalistic style of writing and the program. Students will be responsible for designing and completing various assigned pages of the yearbook, writing stories for the school newspaper and completing its design and layout. Grading will be determined by writing assignments and timely completion of each assigned component of the yearbook and newspaper. Writing, computer skills, organization, and initiative are highly recommended qualities.

**Portfolio Artifact:** Digital Examples of yearbook pages.

## Mentoring

**Credit: .25**

**Grade: 12+**

**Prerequisite: Instructor and principal permission.**

**Course Description:** Students assist regular classroom teachers with non-instructional duties. Students assist fellow students with classroom activities and tasks. This course is pass/fail.

## Driver's Education

**Credit: .25**

**Prerequisite: 14 yr. and older**

**Course Description:** The driver education course offers the student the opportunity to learn fundamental driving skills and establish basic and correct skill habits. The course of driver education includes the following requirements: -Each student is to receive a minimum of 30 hours of classroom instruction. -A minimum of six hours of behind-the-wheel laboratory instruction and six hours of in-car observation is to be completed by each student. This course is pass/fail.

## **Edgenuity**

Edgenuity is an on-line credit recovery computer program. Students must receive parental permission form from office to request these courses. Students will be assigned to tutor room during regular school day and hours to work toward recovery. Most courses offered by HHS can be recovered in this fashion. There is no expense to students for these courses.

## **CTE Academy**

The CTE Academy is a Sioux Falls Public School entity for which Harrisburg holds several class slots. Students interested in this setting can register for these courses through the counselor's office. Classes take place 7:30-9:20 and 1:10-3:00 at the CTE Academy located just south of Southeast Technical Institute. Each course is one credit. Transportation is available from the High School at 7:00 AM and 12:45 PM each day. Students with 6 high school credit hours may enroll in these courses. Students with fewer hours must have principal permission. For more information on course offerings visit [www.sf.k12.sd.us](http://www.sf.k12.sd.us) and click on the Career and Technical link. There is no expense to students for these courses unless required by the CTE Academy. Students are evaluated by the CTE staff and grades are then submitted to HHS for transcripts.

## **On-line Courses**

Harrisburg High School will assist students in finding on-line opportunities for coursework that is not available in any other delivery method. For possible offerings, students should visit the South Dakota Virtual High School at [www.sdvs.k12.sd.us/](http://www.sdvs.k12.sd.us/). There are associated expenses for many of these courses for fees and resources. These expenses are the liability of the student and not Harrisburg School District. Some examples of courses recently enrolled in by Harrisburg students: French and AP Statistics.