

Washington High School



Course Descriptions

AGRICULTURE			
Course Offerings (Pages 8-10)			
Course & Local Course Number	Grade	Terms	Pre-requisite Course
Agricultural Business I (205) *	11, 12	1	Intro Ag, Food & Nat Res I AND Plant Science I Recommended: Animal Science I
Agricultural Carpentry (203)	10, 11, 12	1	Intro Ag, Food & Nat Res I
Agricultural Metals (204)	10, 11, 12	1	Intro Ag, Food & Nat Res I
Agronomy (202)	10, 11, 12	1	Intro Ag, Food & Nat Res I
Animal Science I (201)*	10, 11, 12	1	
Animal Science II (201b)*	10, 11, 12	1	
Natural Resource Management (207)	10, 11, 12	1	Intro Ag, Food & Nat Res I
Introduction to Agriculture, Food, & Natural Resources I (200) *	9, 10, 11, 12	Term 1	
Introduction to Agriculture, Food, & Natural Resources II (211) *	9, 10, 11, 12	Term 3	Intro Ag, Food & Nat Res I
Plant Science I (202a)*	10, 11, 12	1	
Plant Science II (202b)*	10, 11, 12	1	Plant Science I

ART			
Course Offerings (Pages 10-11)			
Course & Local Course Number	Grade	Terms	Pre-requisite Course
Art & Culture (483)	10, 11, 12	1	
Art Independent Study (112)	11, 12	1	Art Studio, 2+Art Credits
Art Studio (1040)	9, 10, 11, 12	1	
Art Studio SK (5001)-opposite band/choir	9, 10, 11, 12	1-4	Band/choir students only
Drawing & Painting (104)	9, 10, 11, 12	1	Art Studio
Graphic Design & Design Thinking (124)	9, 10, 11, 12	1	Art Studio
Photography & Graphic Arts (117)	9, 10, 11, 12	1	Art Studio
Sculpture & Ceramics (106)	9, 10, 11, 12	1	Art Studio

BUSINESS			
Course Offerings (Pages 11-13)			
Course & Local Course Number	Grade	Terms	Pre-requisite Course
Business Concepts & Procedures (373)	10, 11, 12	1	
Career Pathways (348)*	9, 10	1	
Computer Applications (350)*	9, 10, 11, 12	1	
Entrepreneurship (370)	10, 11, 12	1	
Introduction to Business (486)*	9, 10, 11, 12	1	
Job Skills Development (355)*	10, 11, 12	1	Computer Applications
Marketing (309)	10, 11, 12	1	
On-the-job Training (319)*	11, 12	1-4	Job Skills Development(co-req), OJT Application and Instructor Approval
Personal Finance (Required to Graduate)	9, 10, 11, 12	1	
PS Desktop Publishing (366 & 367) (ADM-142)	9, 10, 11, 12	2	Instructor Approval
PS Emerging Tech Trends (1698) (BCA-179)	9, 10, 11, 12	1	Computer Applications
PS Intern. Comp Bus Apps. (1780 & 1781) (BCA-213)	9, 10, 11, 12	2	Computer Applications

CAREER INTERNSHIP			
Course Offerings (Page 14)			
Course & Local Course Number	Grade	Terms	Pre-requisite Course
Career Internship (1514)	9, 10, 11, 12	1/year	Application & Meet with counselor

ENGLISH/ LANGUAGE ARTS			
Course Offerings (Pages 14-16)			
Course & Local Course Number	Grade	Terms	Pre-requisite Course
Advanced Creative Writing (400)	11, 12	1	Creative Writing
American Literature (401)	11, 12	1	English 10
***AP English Lit. & Comp (455&460)	12	2	Junior Requirements
College-prep Reading (4551)	12	1	Junior Requirements
College-prep Writing (480)	12	1	Junior Requirements
Creative Writing (406)	11, 12	1	English 10
English 9 A (5202)	9	1	
English 9 B (52022)	9	1	
English 10 A (445)	10	1	English 9 Reading & Writing
English 10 B (444)	10	1	English 9 Reading & Writing
Yearbook Production (459)	9, 10, 11, 12	1	
Literary Magazine: <u>Earthbook</u> (436)	11, 12	1	Creative Writing
Modern Prose (403)	11, 12	1	English 10
Writing 12 (487)	12	1	Creative Writing

..... ***Advanced Placement Course

LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM (LIEP)			
Course Offerings (Page 16)			
Course & Local Course Number	Grade	Terms	Pre-requisite Course
LIEP (517)	9, 10, 11, 12	1-4	Must meet eligibility requirements

FAMILY & CONSUMER SCIENCE			
Course Offerings (Pages 16-17)			
Course & Local Course Number	Grade	Terms	Pre-requisite Course
Child Development (610)*	9, 10, 11, 12	1	
Farm to Fork (6003)*	10, 11, 12	1	Foods
Food Choices (603)*	10, 11, 12	1	Foods
Foods (6001)*	9, 10, 11, 12	1	
Gourmet Foods (605)*	11, 12	1	Foods
Home Decorating (607)	9, 10, 11, 12	1	
Textiles (6004)	9, 10, 11, 12	1	
Parenting (609)*	9, 10, 11, 12	1	

HEALTH			
Course Offerings (Page 17)			
Course & Local Course Number	Grade	Terms	Pre-requisite Course
Contemporary Health (6041)	9, 10, 11, 12	1	
Health Skills (1813)	9, 10, 11, 12	1	

INDUSTRIAL TECHNOLOGY			
Course Offerings (Pages 18-19)			
Course & Local Course Number	Grade	Terms	Pre-requisite Course
Advanced Computer Aided Drafting (709)*	9, 10, 11, 12	1	CAD
Adv Material Processing (702)	11, 12	1	Construction Technology
Computer-Aided Drafting (CAD) (707)*	9, 10, 11, 12	1	Drafting I
Computer Numerical Control (CNC) Graphic Design (725) *	9, 10, 11, 12	1	
Construction Material Processing (701)	9, 10, 11, 12	1	
Construction Technology (704)	10, 11, 12	1	Construction Material Process.
Drafting I (700)*	9, 10, 11, 12	1	
Introduction to ACE (Architecture, Construction, & Engineering) (712)	9, 10, 11, 12	1	
Modern Architecture & Design (7311)*	9, 10, 11, 12	1	
Video Productions I (710)	9, 10, 11, 12	1	
VREP (Virtual Reality Education Pathfinder) (713)*	9, 10, 11, 12	1	

MATHEMATICS			
Course Offerings (Page 19-20)			
Course & Local Course Number	Grade	Terms	Pre-requisite Course
Algebra I (951 & 952)	9, 10, 11, 12	2	
Algebra II (941 & 942)	10, 11, 12	2	Algebra I & Geometry
Consumer Math A (1776)	10, 11, 12	1	Algebra I
Consumer Math B (1777)	10, 11, 12	1	Algebra I
Functions, Statistics & Trig (943 & 944)	11, 12	2	C in Algebra II
Geometry (939 & 940)	9, 10, 11, 12	2	Algebra I
Integrated Math (956 & 957)	9, 10	2	Referral Only (not a required math credit)
Calculus I (1384cc & 1385cc)	11, 12	2	Algebra II
PS Statistics (1383cc) (MAT-157)	11, 12	2	Algebra II & Testing

PEER HELPERS			
Course Offerings (Page 21)			
Course & Local Course Number	Grade	Terms	Pre-requisite Course
Peer Helper Training (1800)	9, 10, 11, 12	1	Application
Peer Helper Field Experience (1801)	9, 10, 11, 12	1-2	Peer Helper Training

PERFORMING ARTS			
Course Offerings (Pages 21-23)			
Course & Local Course Number	Grade	Terms	Pre-requisite Course
Applied Instrumental Music (10006)	9, 10, 11, 12	Term 1	
Arranging for Band (10007)	9, 10, 11, 12	Term 4	Fundamentals of Music
Band (1000,10002,10003,10004)	9, 10, 11, 12	4	Audition
Color Guard (1015)	9, 10, 11, 12	Term 1	Audition
Choir (1002,10022,10023,10024)	9, 10, 11, 12	4	Audition
EB Jazz Band (Early Bird) (10005)	9, 10, 11, 12	T 2&3	Audition
Fundamentals of Music (10008)	9, 10, 11, 12	Term 2	
History of American Music (10025)	9, 10, 11, 12	Term 1	
History of Jazz (10027a)	9, 10, 11, 12	Term 2	
History of Opera (10028)	9, 10, 11, 12	Term 3	
History of Musical Theatre (10026)	9, 10, 11, 12	Term 4	
IS Applied Music Studies (702b)	10, 11, 12	1	Audition/By Permission
IS Music Studies I&II&III (1020,1018,1025)	11, 12	1	Audition
Music Enrichment (1005,11052)	9, 10, 11, 12	1	
Music Theory I & II (1016,1017)	11, 12	1	Audition
Studies in American Music (Jazz) (1023)	9, 10, 11, 12	Term 3	Fundamentals of Music

PHYSICAL EDUCATION			
Course Offerings (Page 23-24)			
Course & Local Course Number	Grade	Terms	Pre-requisite Course
9/10 PE (11000)	9, 10	1	
11/12 Fitness for Life (11012)	11, 12	1	9/10 PE
11/12 Team Sports PE (11011)	11, 12	1	9/10 PE
Unified PE (11013)	10, 11, 12	1	Application & 9/10 PE
Strength & Conditioning (1106)	10, 11, 12	1	9/10 PE
Personal Workout (1114)	11, 12	1-2	Application AND Strength & Cond or Kinesiology

SCIENCE			
Course Offerings (Page 25)			
Course & Local Course Number	Grade	Terms	Pre-requisite Course
Anatomy & Physiology (1229 & 1230)	11, 12	2	Science II or with instructor approval
Chemistry (1223 & 1224)	11, 12	2	Science III or with instructor approval
Physics (1227 & 1228)	11, 12	2	Algebra II and Science III or with instructor approval
Science I (Physical Sci) (12191 & 12192)	9	2	
Science II (Biology) (1221 & 1222)	10	2	Science I
Science III (Earth & Environmental) (1221 & 1222)	11	2	Science II

SOCIAL STUDIES			
Course Offerings (Page 25-27)			
Course & Local Course Number	Grade	Terms	Pre-requisite Course
American Government (1300)	12	1	11 th grade students by permission only
Military History (482)	12	1	U.S. History A & B
Modern U.S. History I (1327)	11 or 12	1	11 th grade students by permission only
Modern U.S. History II (1344)	11 or 12	1	11 th grade students by permission only
Our World Today (13000)	9	1	Not taking band/choir or Spanish
Psychology (1308)	11, 12	1	
U.S. History A & B (1336 & 1337)	10	2	
World History I (1342)	11	1	U.S. History A & B
World History II (1311)	11	1	U.S. History A & B

SUCCEED			
Course Offerings (Page 27)			
Course & Local Course Number	Grade	Terms	Pre-requisite Course
Succeed (1508)	9, 10, 11, 12	4	Referral Only

WORLD LANGUAGE
Course Offerings (Page 27)

Course & Local Course Number	Grade	Terms	Pre-requisite Course
Spanish I (530, 531)	9, 10, 11, 12	2	
Spanish II (532, 533)	9, 10, 11, 12	2	Spanish I
Spanish III (534, 535)	9, 10, 11, 12	2	Spanish II
Spanish IV (536, 537)	10, 11, 12	2	Spanish III

AGRICULTURE

Course Descriptions

AG BUSINESS I Preferred Grades: 11, 12 1 Term Class

The Principles of Agricultural Science- Leadership in Agriculture Business Management course is intended to serve as a specialization course in the Washington CSD Agriculture Education sequence of classes. A foundational course of Agriculture, Food, and Natural Resources and Plant Science or Animal Science is recommended before entry into this one semester course. Students will complete hands-on activities, projects, and problems designed to build content knowledge and technical skills in the field of agriculture business management. Students are expected to become proficient at projects involving entrepreneurship, record keeping, financial analysis, risk management, communications, sales, marketing, and job application and interview. Research and experimental design will be highlighted as students develop and conduct industry appropriate investigations.

AG CARPENTRY Preferred Grades: 10, 11, 12 1 Term Class

The Principles of Agricultural Science- Agriculture Carpentry course is intended to serve as a specialization course in the Washington CSD Agriculture Education sequence of classes. A foundational course of Agriculture, Food, and Natural Resources is recommended before entry into this one semester course. Students will complete hands-on activities, projects, and problems designed to build content knowledge and technical skills in the field of agriculture structures. Students are expected to become proficient at projects involving shop safety, hand tool safety, power tool safety, hand tools, power tools, project planning and bidding, computer animated design, and wood products. Research and experimental design will be highlighted as students develop and conduct industry appropriate investigations.

In addition, students will understand specific connections between the Agriculture Structures lessons and Supervised Agricultural Experience, FFA, and LifeKnowledge® components that are important for the development of an informed agricultural education student. Students will investigate, experiment, and learn about documenting a project, solving problems, and communicating their solutions to their peers and members of the professional community.

AG METALS Preferred Grades: 10, 11, 12 1 Term Class

The Principles of Agricultural Science- Agriculture Metals course is intended to serve as a specialization course in the Washington CSD Agriculture Education sequence of classes. A foundational course of Agriculture, Food, and Natural Resources is recommended before entry into this one semester course. Students will complete hands-on activities, projects, and problems designed to build content knowledge and technical skills in the field of agriculture welding. Students are expected to become proficient at projects involving shop safety, welding safety and PPE, metal cutting, and metal fabrication. Research and experimental design will be highlighted as students develop and conduct industry appropriate investigations.

In addition, students will understand specific connections between the Agriculture Welding lessons and Supervised Agricultural Experience, FFA, and LifeKnowledge® components that are important for the development of an informed agricultural education student. Students will investigate, experiment, and learn about documenting a project, solving problems, and communicating their solutions to their peers and members of the professional community.

AGRONOMY Preferred Grades: 10, 11, 12 1 Term Class

The Principles of Agricultural Science – Agronomy course is intended to serve as a specialization course in the Washington CSD Agriculture Education sequence of classes. A foundational course of Agriculture, Food, and Natural Resources, or Plant Science is recommended before entry into this one semester course. Students will complete hands-on activities, projects, and problems designed to build content knowledge and technical skills in the field of agronomy. Students are expected to become proficient at projects involving soil evaluation, land improvement, tillage, planting, integrated pest management, harvest and fertilization. Research and experimental design will be highlighted as students develop and conduct industry appropriate investigations.

In addition, students will understand specific connections between the Agronomy lessons and Supervised Agricultural Experience, FFA, and LifeKnowledge® components that are important for the development of an informed agricultural education student. Students will investigate, experiment, and learn about documenting a project, solving problems, and communicating their solutions to their peers and members of the professional community.

AGRICULTURE

Course Descriptions (Continued)

ANIMAL SCIENCE I & II *Preferred Grades: 10, 11, 12 1 Term Each*

The Principles of Agricultural Science – Animal course is intended to serve as one of two foundational courses within the CASE™ sequence. The course is structured to enable all students to have a variety of experiences that will provide an overview of the field of agricultural science with a foundation in animal science so that students may continue through a sequence of courses through high school. Students will explore hands-on projects and activities to learn the characteristics of animal science and work on major projects and problems similar to those that animal science specialists, such as veterinarians, zoologists, livestock producers, or industry personnel face in their respective careers. The knowledge and skills students develop will be used in future courses within the CASE™ program.

In addition, students will understand specific connections between the Animal Science lessons and Supervised Agricultural Experience, FFA, and LifeKnowledge® components that are important for the development of an informed agricultural education student. Students will investigate, experiment, and learn about documenting a project, solving problems, and communicating their solutions to their peers and members of the professional community.

INTRODUCTION TO AGRICULTURE, FOOD, AND NATURAL RESOURCES I & II *Grade: 9 1 Term Each*

The major purpose of the Introduction to Agriculture, Food, and Natural Resources (AFNR) course is to introduce 9th grade students to the world of agriculture, the pathways they may pursue, and the science, mathematics, reading, and writing components they will use throughout the CASE™ curriculum. Woven throughout the course are activities to develop and improve employability skills of students through practical applications. Students will explore career and post-secondary opportunities in each area of the course.

Students participating in the Introduction to Agriculture, Food, and Natural Resources course will experience exciting “hands-on” activities, projects, and problems. Student experiences will involve the study of communication, the science of agriculture, plants, animals, natural resources, and agricultural mechanics. While surveying the opportunities available in agriculture and natural resources, students will learn to solve problems, conduct research, analyze data, work in teams, and take responsibility for their work, actions, and learning. For example, students will work in groups to determine the efficiency and environmental impacts of fuel sources in a practical learning exercise.

The Introduction to Agriculture, Food, and Natural Resources course is intended to serve as the introductory course within the CASE Program of Study. The course is structured to enable all students to have a variety of experiences that will provide an overview of the fields of agricultural science and natural resources so that students may continue through a sequence of courses through high school. The knowledge and skills students develop will be used in future courses within the CASE program.

In addition, students will understand specific connections between their lessons and Supervised Agricultural Experience and FFA components that are important for the development of an informed agricultural education student. Students will investigate, experiment, and learn about documenting a project, solving problems, and communicating their solutions to their peers and members of the professional community.

AGRICULTURE

Course Descriptions (Continued)

NATURAL RESOURCE MANAGEMENT *Preferred Grades: 10, 11, 12 1 Term Class*

The Principles of Agricultural Science- Natural Resource Management course is intended to serve as a specialization course in the Washington CSD Agriculture Education sequence of classes. A foundational course of Agriculture, Food, and Natural Resources is recommended before entry into this one semester course. Students will complete hands-on activities, projects, and problems designed to build content knowledge and technical skills in the field of natural resource management. Students are expected to become proficient at projects involving wildlife management, forestry, soil conservation, and water management. Research and experimental design will be highlighted as students develop and conduct industry appropriate investigations.

In addition, students will understand specific connections between the Natural Resource Management lessons and Supervised Agricultural Experience, FFA, and LifeKnowledge® components that are important for the development of an informed agricultural education student. Students will investigate, experiment, and learn about documenting a project, solving problems, and communicating their solutions to their peers and members of the professional community.

PLANT SCIENCE I & II *Preferred Grades: 10, 11, 12 1 Term Class Each*

The Principles of Agricultural Science – Plant™ course is intended to serve as a foundation course within the CASE™ sequence. The course is structured to enable sophomore and junior students to have a variety of experiences that will provide an overview of the field of agricultural science with a foundation in plant science so that students may continue through a sequence of courses through high school. Students will work in teams, exploring hands-on projects and activities, to learn the characteristics of plant science and work on major projects and problems similar to those that plant science specialists, such as horticulturalists, agronomists, greenhouse and nursery managers and producers, and plant research specialists face in their respective careers. This knowledge and skills will be used in future courses within the CASE™ program.

In addition, students will understand specific connections between the Plant Science lessons and Supervised Agricultural Experience, FFA, and LifeKnowledge components that are important for the development of an informed agricultural education student. Students will investigate, experiment, and learn about documenting a project, solving problems, and communicating their solutions to their peers and members of the professional community.

ART

Course Descriptions

ART STUDIO – 1 Term, Grades 9-12

Art Studio is the prerequisite for most other art classes in high school. This hands-on class includes drawing, painting, and sculpture. Emphasis will include the Elements of Art and Principles of Design and writing Artist Statements for finished artwork. Self-reflection, class discussion, and group critiques will be an important aspect of this class.

ART STUDIO (Skinny) – 2 Terms, Skinny opposite band and choir.

This hands-on class includes drawing, painting, and sculpture. Emphasis will include the Elements of Art and Principles of Design and writing Artist Statements for finished artwork. Self-reflection, class discussion, and group critiques will be an important aspect of this class. Students repeating this class will create learning goals with the teacher while choosing media for projects.

ART & CULTURE – 1 Term, Grades 10-12

As a class we will begin to answer the questions, “Why do people create art?” and “What is art?”. This course will include hands on projects, research assignments and class discussion related to the proper use of art vocabulary, art history and how art is influenced by culture. Students will create an ongoing art journal among other hands-on projects related to culture, history and contemporary life.

ART

Course Descriptions (Continued)

ART INDEPENDENT STUDY - 1 Term, Prerequisite: Art Studio, 2+ Art Credits

This course is designed for the very advanced, serious and self-motivated art student as an opportunity to develop further individual interests in art. This course can be scheduled during any block of any term on a limited basis. You **MUST** receive prior approval from the instructor to enroll in this course. Approval will be based on previous art accomplishments, your goals for the term, and your ability to work independently and responsibly.

DRAWING & PAINTING - 1 Term, Prerequisite: Art Studio

This course is designed to get the student thinking like an artist. Course work will include demonstrations, technique building exercises, critiques, discussions, final projects, and displaying artwork. An emphasis will be put on basic drawing skills and reflecting on the art-making process. A variety of media will be used, such as graphite, charcoal, pastels, watercolor, and acrylic paint.

GRAPHIC DESIGN & DESIGN THINKING - 1 Term, Prerequisite: Art Studio

Graphic Design & Design Thinking includes the basics of visual communication through the design thinking process. Projects will be creating using both the computer and hands-on methods. Topics include projects in the areas of logo design, typography, page layout, web design, and character design. Adobe Illustrator and other computer programs will be used. Group critiques and discussions are an important aspect of this class.

PHOTOGRAPHY & GRAPHIC ARTS - 1 Term, Prerequisite: Art Studio

This course is designed to give the student an introductory look at visual communication through photography and photo editing. Students will be learning 35mm film developing techniques in the darkroom along with using digital cameras during the term. Units covered include photography composition techniques, photojournalism, basic photo editing through Adobe Photoshop, and stop motion animation. Group critiques and discussions are an important aspect of this course. Students will find that having access to their own digital camera is very beneficial and is strongly suggested.

SCULPTURE & CERAMICS - 1 Term, Prerequisite: Art Studio

This course studies three-dimensional form with such materials as clay, plaster and variety of found objects.. Areas of study include pottery techniques (both hand-building and wheel throwing) and sculptural projects. Students will learn to reflect upon and assess the characteristics and merits of their own and other's artwork. Success in this course will be determined by the student's ability to problem solve and experiment. Students will study aesthetic judgment, and safe and effective use of tools and equipment.

BUSINESS

Course Descriptions

BUSINESS CONCEPTS & PROCEDURES - 1 Term This one-term course targets Business Professionals of America (BPA) members. BPA competitive event preparation will be a major focus. Students will also expand their understanding of the concepts, terminology, skills and procedures needed for employment in the business field. This course covers topics such as travel arrangements, meetings, customer/client relations, ethics and professionalism, and basic business information. Students will develop communication and technology skills. Microsoft Office Specialist Certification may also be completed during the term.

BUSINESS
Course Descriptions (Continued)

CAREER PATHWAYS - 1 Term Career Pathways is a tailor-made program, devised to open students' eyes to the possibilities after high school. Learning includes emphasizing self-awareness, career exploration, how to become successful, what is leadership, and the discoveries of their own personalities to relate and guide them to their own career choices.

COMPUTER APPLICATIONS - 1 Term This one-term course is designed as an introduction to the Microsoft Office Suite. Students create documents and complete projects using the following applications: Word, Excel, Access, PowerPoint and Publisher.

ENTREPRENEURSHIP - 1 Term Are you interested in going into business for yourself? Entrepreneurship is the process of recognizing an opportunity, testing it in the market, and gathering resources necessary to go into business. The following topics are included in the one-term course: recognizing a person's potential for entrepreneurship, researching an opportunity, learning different types of business ownership, discussing legal issues and government regulations, marketing a product, managing a business and its finances, and growing a business. Interviews, speakers and tours will be an essential component of this interactive course. The goal is for each student to create a realistic and useful business plan. (Contact instructor to determine if college credit may be earned for this course.)

INTRODUCTION TO BUSINESS - 1 Term will introduce students to the exciting and challenging world of business. This one-term course will serve as a background for other business courses, prepare students for future employment or business ownership, and help students become informed citizens in an expanding international economy.

JOB SKILLS DEVELOPMENT - 1 Term, Pre/Co-requisite for On-the job Training. Are you prepared for the world of work? Students will explore careers and work to create a career portfolio in this one-term course. Students will also learn about finding, applying, and interviewing for a job, developing a positive attitude, and using appropriate business etiquette. Students will also develop workplace communication skills. Successful completion of this course will allow students to apply for the On-the-job Training Program.

MARKETING - 1 Term This one-term course is designed to introduce students to the field of marketing: the process of developing, promoting, and distributing products in order to satisfy customer needs and wants. Students will be exposed to the following: basic marketing concepts, business and social responsibility, selling, promotion, channels of distribution, price planning, marketing research, product planning, packaging, entrepreneurship, and marketing careers.

ON-THE-JOB TRAINING (OJT) – 1 Block/Term Juniors/Seniors are given the opportunity to interview for work with an employer to sharpen basic employability skills in an area of interest. Students work during the school day, before school, after school, on weekends, or a combination thereof. **Membership in the co-curricular student organization, Business Professionals of America, is a program requirement.** Dues must be paid by October 1. Seniors will be given priority for acceptance followed by juniors. Understand that enrollment in the program is a **full year commitment.** Early graduation will not be an option for enrollees. Enrollees are limited to a maximum of 2 blocks/term of OJT.

To enroll in the OJT Program: Complete an OJT application and resume. Turn paperwork in with a letter of recommendation to Room 161 by March 15th. Pre-requisite: 1 business course, and BPA Membership. Co-requisite: Job Skills Development.

BUSINESS
Course Descriptions (Continued)

PERSONAL FINANCE – 1 Term - Required history credit. This course will help students build a strong foundation in saving and checking accounts, discover ways to pay for college, learn effective budgeting strategies, learn what a credit score is and how it works, discuss credit cards and how to protect themselves from identity theft, learn various information about investing and what insurance is and the importance of having it for many life situations.

SOFTWARE SPECIALIST ACADEMY COURSES

Academy Courses are for 9th-12th grade students. Students earn high school and college credit. Grades affect high school and college grade point averages/transcripts.

CREDITS

PS INTERMEDIATE COMPUTER BUSINESS APPLICATIONS BCA-213 3 college credits – 2 HS credits

In this course students will extend their basic knowledge of Microsoft Office Professional Suite. Students move beyond the basic features of standard Microsoft Office software applications (Word, Access, Excel and PowerPoint.) Students will use practical problems to illustrate business applications and should be proficient in the use of the business applications. Students who complete this course qualify to take the Microsoft Office Specialist certification-core level.

Pre-requisite: High School Computer Applications and PS Introduction to Computers (CSC-110)

PS DESKTOP PUBLISHING ADM-142 3 college credits – 2 HS credits

Students learn to create professional-quality documents, such as one-page bulletins or short newsletters, using desktop publishing software such as Adobe In Design, Adobe Photoshop, Microsoft Publisher and Word. The students will also integrate text, graphic and image files previously created in other software applications.

Prerequisite: Permission of Instructor

PS EMERGING TECHNOLOGIES BCA-179 3 college credits – 1 HS credit

Students develop knowledge of multimedia concepts by studying multimedia software and the hardware components needed to develop and view multimedia productions. Assessment projects are used by students for demonstration of knowledge of multimedia elements (copyright, video, graphics, sound, animation) knowledge of tools (digital camera, video camera, scanner, cams), and knowledge of editing software (sound editing, video editing, graphics editing.)

CAREER INTERNSHIP
Course Description

CAREER INTERNSHIP is a once-a-year, 1-term, 1-block job shadowing experience during the school day with a community member. It is designed to expose students to careers of interest. The internship process begins by meeting with a counselor to discuss potential placements. Requirements include completing a career internship application, career internship agreement, a daily journal, verification forms, a reflection paper and a thank you note. The student must meet with his/her counselor/designee once a week to discuss progress. This experience is graded on a pass/fail basis and students receive 1 credit for successful completion. *Application and Approval by Counselor is Required*

ENGLISH/ LANGUAGE ARTS
Course Descriptions

ADVANCED CREATIVE WRITING is designed for the serious writer as a continuation of Creative Writing. Coursework includes many of the same activities outlined in Creative Writing, but at a more advanced level. Students will create sophisticated and developed works of fiction, poetry, essay and memoir. While creativity is one focus of the course, substantial time will be dedicated to the study of grammar and style. Emphasis will be placed on intensive workshop sessions for peer-conferencing. (Open to those who have passed creative writing.)

ADVANCED PLACEMENT (AP) ENGLISH LITERATURE & COMPOSITION is a two-term class offered third and fourth terms to seniors. The class requires students to engage in extensive reading, as well as literary interpretation, analysis, and criticism through discussions and written work. It also requires students to work at the equivalent to a college-level literature course, so strong reading and writing skills, as well as motivation and desire to do college-level work, are required. Students may take the AP exam in May for college credit.

AMERICAN LITERATURE is a 1-term course designed for students to “grapple with challenging texts” through annotation, written work, and discussion. First we will look at several historical time periods and how they change over time with by analyzing poetry and poetic devices found in that literature. We will then study Arthur Miller’s “The Crucible” and look briefly at The Salem Witch Trials. This longer piece responds to McCarthyism and The Red Scare of the 1950s. Then we will look at the abolitionist movement and Thoreau’s central text “Resistance to a Civil Government” and its impact on the Civil Rights movement. Lastly our class studies The Great Gatsby and the 1920s and how it mirrors issues of today.

COLLEGE-PREP READING Students will build their foundation for college-prep coursework by reading challenging texts, annotating intensively and thoughtfully, and discussing material academically. Students will study literature through the lenses of history and culture, which will range from the Classical Era and Greek Mythology, to novels in American Literature and Modern Literature, with *The Adventures of Huckleberry Finn* and *Lord of the Flies*. Students will also work with supplemental articles and videos to enhance their learning through various mediums. Intensive work with vocabulary-building is also a key component of this course.

ENGLISH/ LANGUAGE ARTS
Course Descriptions (Continued)

COLLEGE-PREP WRITING is an upper level, one-credit course designed primarily for college-bound seniors. The course work will utilize representative writing assignments used in first year college/university courses. A graduation essay will also be included. Structured through a basic process approach, the course will focus on pre-writing through revision activities. Also included will be a review of style, form and punctuation basics. Evaluation will include individually graded essays as well as revision assignments, quizzes and worksheets. Some emphasis is placed on developing study skills.

CREATIVE WRITING is designed to give students the opportunity to write original fiction, poetry and memoirs, as well as to write collaboratively on stories and poems. Journal writing will be utilized, and the student will keep a writing portfolio throughout the term--a collection of his or her finished pieces. Some class time will be structured in a workshop format where the student is expected to work on course requirements. Workshop activities include individual writing, brainstorming, revising, reading, conferencing with peers, conferencing with the instructor, and other activities related to the creative process. The remainder of the class time will be spent on mini-lessons: short lectures and discussions of various and diverse writing concerns involving creativity, style and grammar.

ENGLISH 9 A & B This two-term course includes the study of a variety of literature with a concentration on improving reading strategies and the understanding of literary elements, techniques, and poetic structure. Students focus on literary-specific vocabulary as well as key words throughout the literature studied. In addition, this course focuses on establishing the basics of academic and creative writing. Students begin by focusing on words, parts of speech, and sentence structure; the focus then shifts to forming effective paragraphs using the TEAC paragraph method and a basic 5-paragraph essay. Revision, writing mechanics, and vocabulary will be emphasized throughout the course as tools to improve student writing. Technology literacy skills are addressed through various assignments and projects.

ENGLISH 10 A & B is a two-term course that focuses on reading a variety of literature and the application of both the literary elements (plot, setting, characterization, conflict) and the literary techniques (symbolism, metaphor, motif, etc.). Steinbeck and Shakespeare author studies, thematic units, and independent reading accompanied by vocabulary study and essay writing comprise the course content. Students will also be introduced to academic writing with the TEAC paragraph method and will focus on developing arguments and proper MLA citations and formatting. Students develop their skills in writing over extended time periods, conduct research projects, and create a wide range of essays for a variety of purposes and audiences. A portion of the course is dedicated to vocabulary instruction and practice.

YEARBOOK PRODUCTION Students will represent the HiLife Yearbook Staff as they participate in this course. As a member of the yearbook, students will be responsible for using the online design program to produce the annual publication. Each member will have a role in designing their pages, which will include interviewing sources, taking pictures, writing stories, and selling advertisements. This class will also expose students to Photoshop, as they edit their images for a professional publication. Students will develop leadership and organizational skills, while working together as a team, as they have the opportunities for staff leadership positions, scholarships, and national and state awards. Grading is based on meeting deadlines, quality of work and fulfilling job descriptions.

ENGLISH/ LANGUAGE ARTS
Course Descriptions (Continued)

LITERARY MAGAZINE (EARTHBOOK) is open to all seniors who have 1) completed Creative Writing, and 2) want to participate in producing 's literary magazine, Earthbook, a collection of student writing and artwork. Curriculum will be composed of all the aspects involved in publishing--reading and selecting, layout and design, marketing-- as well as all activities described for Creative Writing.

MODERN PROSE is an independent reading class designed to address the needs of a wide range of readers. It is meant to increase students' reading proficiency, as well as to increase students' expertise at selecting books. Class time is spent reading independently and conferencing with the instructor about books read. Students may choose to read approved books in preparation for college coursework.

WRITING 12 is offered for seniors interesting in improving their writing before moving to a technical, two-year, or career program. This course works with a variety of academic writing types and lengths including personal, expository, and research essays and provides a building block for future writing.

IF YOUR STUDENT WOULD LIKE TO ACCELERATE THROUGH HIGH SCHOOL ENGLISH SEQUENCE (INCLUDING TAKING COURSES NOT DURING TRADITIONAL YEAR), THE PROCESS IS:

1. Initial request is made to a school counselor. Green sheet is distributed.
2. English Department Staff Member(s) approve and acknowledge student has met the necessary requirements to accelerate.
3. If further discussion is warranted for approval, a meeting between the student, parent, English teacher, and counselor may be requested.

LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM (LIEP)
Course Descriptions

LANGUAGE INSTRUCTION EDUCATIONAL PROGRAM (LIEP) provides direct English instruction to students who know more than one language and meet qualifications for the program. LIEP curriculum focuses on interdisciplinary vocabulary development along with many aspects of reading, writing, speaking and listening instruction to boost individual student success. LIEP students also receive individualized attention and assistance with homework.

PROGRAMA EDUCACIONAL DE INSTRUCCIÓN DEL IDIOMA INGLÉS (Language Instruction Educational Program, LIEP) Proveemos instrucción en inglés para estudiantes que saben más de un idioma y califican para el programa. EL plan de estudios del programa LIEP se enfoque en el desarrollo interdisciplinario del vocabulario junto con las habilidades de leer, escribir, hablar y entender el inglés para mejorar el éxito individual del estudiante. Los estudiantes del programa LIEP reciben atención individualizada y ayuda con tareas.

FAMILY & CONSUMER SCIENCE
Course Descriptions

CHILD DEVELOPMENT is a study of the development of the child from birth through early childhood. This class is designed for the student who is interested in elementary and early childhood care professions.

FARM TO FORK is a higher level culinary class that focuses on growing and harvesting your own food. Students will need to know culinary basics in order to expand their culinary knowledge in this class. The class will have a garden where they learn how to grow their own food and how to preserve their abundance. The students will learn how to cook more complicated dishes and how to can, freeze, and dehydrate food for preservation. **Pre-requisite: Foods**

FOODS is an introductory course providing student with an opportunity to learn life skills that are useful for the home and for gainful employment. Students study food, nutrition, basic equipment and skills involved in food preparation in a laboratory situation. Units of food preparation are based on the food groups in the food pyramid. Many different foods are prepared and served as students learn cooking terms and techniques. Projects are usually planned to develop skills in serving various types of meals and stresses interaction in both working and social relationships.

FOOD CHOICES helps the student make informed decisions about healthy foods and be a better consumer. This class is required if planning to enroll in gourmet foods. **Pre-requisite: Foods**

GOURMET FOODS is an in-depth study of foods, related appliances, regional and foreign foods, catering, and other occupations in the food industry. **Pre-requisite: Foods**

HOME DECORATING is designed to provide an understanding and use of the principles of interior design. Consumerism is stressed in all areas.

PARENTING focuses on issues of parenting and the family, responsibilities as a parent, and how decisions affect a person's life. In order to see what it would be like to have a baby to care for, the class uses the Baby Think It Over simulation.

TEXTILES is an introductory course to fashion design and constructing garments. This class is designed for the student who has an interest in fashion and would like to learn the basics of sewing. Students will learn how to use a sewing machine and the basics of selecting patterns, fabrics, notions. Students will construct their own garments.

HEALTH Course Descriptions

CONTEMPORARY HEALTH Provides health instruction in personal health; food and nutrition, environmental health, safety and survival skills, consumer health, human growth and development, substance abuse and nonuse, emotional and social health, health resources, prevention and control of disease, including sexually transmitted diseases and acquired immune deficiency syndrome, human sexuality, self esteem, and stress management. (Taught by Ms. Riley.)

HEALTH SKILLS This class will explore the eight dimensions of health: emotional, spiritual, intellectual, physical, environmental, financial, occupational, and social. Through that exploration students will be challenged to develop and improve skills to be health-literate within those eight dimensions. We will spend the most time covering topics within the social, emotional, and physical dimensions of health. By the end of the term students should feel confident to make informed choices, to make positive changes in their lives, and to communicate better with the world around them. ****Note: Sexual health topics and birth control will be covered. Please do not take this course if you are not able to participate.**** (Taught by Ms. Roberts.)

INDUSTRIAL TECHNOLOGY Course Descriptions

ADVANCED COMPUTER AIDED DRAFTING will teach students to master computer-aided drafting skills that combine both architectural and mechanical skills. The student will also be introduced into a mini CNC (Computer Numerical Control) software to program a mill.

ADVANCED MATERIAL PROCESSING is a one-term course to further expand upon the skills and techniques acquired in the previous material processing courses. Construction skills that will be acquired will include: machine skills and equipment usage, hand and power tool capabilities, time management, interpreting plans, specs and working drawings problem solving and conflict resolution, and material usage.

Pre-requisite: Construction Technology

COMPUTER AIDED DRAFTING (CAD) will develop computer aided drafting skills using state of the art computer software and hardware. CAD skills will be used to design and draw house plans for the individual student's dream house. Pictorals, floor plans, and framing plans are some of the required drawings the student will create using the computer. An engineering unit will be used to apply CAD drafting skills and design analysis method to design and build a CO2 race car. *Pre-requisite: Drafting*

CNC (COMPUTER NUMERICAL CONTROL) GRAPHIC DESIGN is designed to give the student a background in CNC. The class will create graphics that can be routed out on a piece of glass, wood or other soft metals. This class will include machining and finishing materials used to create a sign or small project. The possibilities are endless and rely on the student's creativity. This course is designed for all high school students.

CONSTRUCTION TECHNOLOGY is designed to give students an introduction to construction systems in today's society. Students will be responsible for the construction of individual and/or group project(s) built throughout the course. The project(s) will be determined by the needs and wants of the class, community, and school district as well as the experience of the classmates involved. There will be a wide range of topics including: job-site safety, concrete construction, rough framing construction, roofing construction, interior construction, electrical, fine finish carpentry, and other topics within the construction cluster. Most assessments are done in class and are based on work completed, employability skills, and other skills as determined by the instructor. *Pre-requisite: Construction Material Processing*

DRAFTING will teach skills used by the student the rest of their lives. Whether making plans for an out building on the farm, an addition to the house, a weekend woodworking project or as a basis for further study in design graphics, architecture, engineering, drafting, industry or construction, Drafting I techniques will be used.

INTRODUCTION TO ACE (ARCHITECTURE, CONSTRUCTION, AND ENGINEERING) is a one-term course designed to provide students with a basic introduction and overview to the topics available within the Industrial Technology Department. It will cover a wide range of study of the following areas: architecture and construction, graphic communication, manufacturing, power and energy and transportation. Most units will include safety, hands-on work, and in some areas a project. The curriculum is designed around exploration of these systems and their impacts on society. Students will also develop problem-solving skills, explore career awareness, and relate technology to math and science.

INDUSTRIAL TECHNOLOGY Course Descriptions (Continued)

CONSTRUCTION MATERIAL PROCESSING is a one-term course designed to develop basic and team building skills in the area of wood processing. This is the foundational course for the architecture and construction cluster. Students will learn proper construction terminology and safe instruction in hand and power tool usage through project construction. Students will experience plan development, reading project drawings, material identification, cost estimation and production.

MODERN ARCHITECTURE AND DESIGN is a one-term course. Students create and transfer ideas to interior designs. The design process evolves by using computer-aided design (CAD) software. All components must be taken into account, including flooring, lighting and wall coverings as well as the people that will be using the space and the furniture within the space. Students use landscaping tools to design patios, decks, and pools, and plant and place specific types of vegetation, trees, shrubs. Field trips are included and experts visiting the classroom will include color schemes from local businesses and furniture placement and setup.

VIDEO PRODUCTIONS I is a one-term course. The main activity will be to learn the fundamentals of video, editing, and production software necessary to produce a T.V. Program.

VIDEO PRODUCTIONS II is a one-term course. The main activity will be the production of a T.V. program that will be shown on cable T.V. Students will report, record, and edit their stories for broadcasting. Computer animation will be used to create graphics for the course. *Pre-requisite: Video Productions I*

VREP (Virtual Reality Education Pathfinder) Students complete projects, research and design their own virtual programs, and create 2D and 3D imaging that is then transferred into 3d models, simulations and displays to create a virtual environment. Student are self-directed by giving themselves the freedom to decide what areas are of interest to them and what technologies to use to create their projects. Blender is the name of the software used in VREP class. Blender can manipulate 2d and 3d objects by creating models, lighting, materials, and textures. Animation, rendering, fluids and gaming are all aspects of the blender software.

MATHEMATICS Course Descriptions

NOTE: Students need instructor approval to take a second term of a math course after failing the first term.

ALGEBRA I is a two-term course (2 credits) which follows junior high math and/or pre-algebra. It precedes geometry. Students will learn the basic structure, language, operations, and techniques of algebra and how to apply them to a variety of mathematical situations. Algebra I lays ground work for future study in mathematics and science courses.

ALGEBRA II is a two -term course (2 credits) to follow geometry and precede Functions, Statistics and Trigonometry (FST.) This course extends the concepts of Algebra I and geometry into more advanced topics and develops more of the desired mathematical skills needed for future study of math and science. Topics include function families (linear, quadratic, power, exponential, logarithmic and trigonometric), systems of equations, and matrices and some trigonometry. This course is advised for those students who plan to go to college. Any student planning to take the ACT or SAT must complete or exceed at this level of mathematics before taking these tests. Expect a fast pace. Pre-requisite: geometry.

<p style="text-align: center;">MATHEMATICS Course Descriptions (Continued)</p>

CONSUMER MATH A is a one-term (1 credit) course. First term covers a review of basic Algebra I and geometry skills. The second term covers banking, insurance, investments, consumer credit, and taxes. Pre-requisite: Algebra I and geometry.

CONSUMER MATH B is a one-term math course (1 credit) that may be taken after completion of Algebra I A & B. Topics covered are stem & leaf plots, histograms, box & whisker plots, quartiles, independent vs. dependent events, Venn diagrams, factorials, permutations and combinations.

FUNCTIONS, STATISTICS AND TRIGONOMETRY (FST) is a two-term course (2 credits) which follows Algebra II. Students must have earned a C or better in Algebra II. Sophomores considering this course should interview with the instructor before enrolling. This course provides background for pre-calculus, the ACT/SAT tests, and college level courses. Some review of Algebra II is provided. Students explore properties and relationships of functions (linear, exponential, circular, trigonometric, logarithmic, and polynomial), and continue with probability, statistics, sequences, series, trigonometric problems and identities, conic sections and statistical analysis. Expect a fast pace. Pre-requisite: Algebra II. FST B is recommended if planning to take Trig and Analytic Geometry at Kirkwood.

GEOMETRY is a two-term course (2 credits) to follow Algebra I and precede Algebra II. Geometry deals with the measurement properties and relationships of points, lines, angles, polygons, circles, surfaces, and solids. In addition, this course will develop inductive and deductive reasoning. Pre-requisite: Algebra I.

INTEGRATED MATH is a first-term elective course (1 credit) and a second-term math course (1 credit) designed to help prepare students for the rigor of algebra. It emphasizes the expressions and basic equations to represent real world situations. Other important aspects covered include: solving multi-step equations and inequalities; decimals and equations; factors, fractions, and exponents; operations with fractions; ratios, proportions, and percents; linear functions and graphing; and spatial thinking. Pre-requisite: Students must pass Core II or Math Skills before enrolling in this course. A letter grade of C or better is recommended for success in future mathematics classes.

PEER HELPERS

Course Descriptions

PEER HELPER TRAINING is based on the National Association of Peer Programs and follows the NAPPP Standards and Ethics. Training enables students to become more sensitive to the needs of their peers and to learn skills to be more effective in helping others and to be aware of situations in which to refer people for help to professional referral resources. Peer Helpers must be a positive example to follow. They must pass their classes and have no discipline referrals. Characteristics of Peer Helpers include helpfulness, acceptance, trustworthiness, empathy, concern for others, ability to listen, and potential to serve as a positive role model. WHS Peer Helpers serve as mentors and peer tutors, and are responsible for a variety of activities throughout the year to promote a positive, accepting atmosphere for all students, to support those in need, and to increase opportunities to assist students through activities that encourage good decision making and service to others. Peer Helpers adhere to the National Association of Peer Programs Code of Ethics and standards of behavior. *Students must complete an application and selection process for admittance to the Peer Helper Program.*

PEER HELPER FIELD EXPERIENCE is a course only for students who have received the Peer Helper training and have been accepted into the Peer Helper Program. The Code of Ethics and Standards criteria required for all WHS Peer Helpers applies. This course is a service-learning project providing Peer Helpers the opportunity to work at Stewart, Lincoln, St. James, the Middle School, and the High School as well as community organizations such as daycares and nursing homes. Peer Helpers may participate in two terms of Field Experience per year. For those Peer Helpers who wish to take more than two terms of Field Experience, exceptions may be made on an individual basis.

Pre-requisite: Peer Helper Training.

PERFORMING ARTS

Course Descriptions

APPLIED INSTRUMENTAL MUSIC will allow the student to concentrate on their individual performance. Literature will consist of instrument specific etudes and technical exercises. Time may be spent preparing for All-State, SEIBA Honor Band, or college auditions. The class is open to any level of performer. An end of the term performance will be given in a public venue. This is an instrumental performance-based class.

ARRANGING FOR BAND will explore arranging for the wind band and smaller wind ensembles using Finale music writing software. Students will arrange from scores, melodies, and by ear. This is a non-performance-based class. (Pre-requisite: Fundamentals of Music)

BAND meets early bird and ½ of first block in term 1, and ½ of first block for terms 2, 3, and 4. Band provides a large group setting for the study of instrumental music through the performance of its literature. Materials are derived from a core curriculum of music literature with a specific teaching purpose and selected additional works of interest. Activities within the course include Marching Band, Concert Band, and the availability of smaller performing ensembles including Jazz Studies, Pep Band, Solo and Ensemble performance, and other performing groups of interest to the students in any given year. Out of school rehearsal for Marching Band and participation in all performances is required. Participation in some optional ensembles may require outside rehearsal time as well. (Pre-requisite: Audition)

PERFORMING ARTS
Course Descriptions (Continued)

COLOR GUARD meets early bird and ½ of first block daily during 1st term. Color Guard provides for the study of music through visual expression. Incorporating elements of dance, theater, and gymnastics, the color guard performs as an integral part of the Marching Band. Non-instrumentalists may enroll here to participate in Marching Band. students who play instruments may perform as members of the Color Guard, but should enroll under Band. All Color Guard members will have considerable outside rehearsal required including the 4 day Color Guard Camp and 6-day Band Camp in August. *Participation in Color Guard is determined by an audition the previous spring.* (Pre-requisite: Audition)

CHOIR meets ½ a block for 4 terms and is open to any student, subject to instructor's approval. Choir provides a large group setting in which to explore the rich, living tradition of choral music. Topics in choir revolve around two main categories: 1) developing music literacy for each choir member, and 2) learning performance practice and choral history through the performance of a wide variety of choral music. Materials are derived from a core curriculum of music literature with specific teaching purposes and additional works of interest. Performance opportunities include 4-5 required (curricular) concerts throughout the school year and numerous optional performances. Participation in Choir is required to be a member of the Jazz Choir. (Pre-requisite: Audition)

EB JAZZ BAND (Early Bird) – This performance class meets during Terms 2 & 3. (Pre-requisite: Audition)

FUNDAMENTALS OF MUSIC will delve into basic music theory. Concepts covered include: note reading; treble and bass clef, counting, key signatures, major and minor scales, intervals and sight singing, and chord construction. There is no experience necessary for this class, but it is designed to prepare music students for the college level. This course is offered during Term 2. This is a non performance-based class.

HISTORY OF CLASSICAL MUSIC meets Term 1. The course provides an overview of western classical music, starting with the ancient Greeks and continuing through renaissance, baroque, classical, romantic, and 20th century music. No previous music knowledge is required for this class, but good critical listening skills are needed. This class is designed for students interested in pursuing a music major or minor in college or anyone interested in classical music.

HISTORY OF JAZZ meets Term 2. This course is a music appreciation course which provides a history of the various styles and significant artists in American jazz music. No previous knowledge of jazz is required, but good listening skills are needed. A perfect counterpart to more performance-based jazz classes.

HISTORY OF OPERA meets Term 3. This course provides an overview of the primary components of opera and the history of opera from the 17th century to modern times. Basic knowledge of music history is helpful but not required. This class is recommended for any students considering a vocal performance major or any students interested in classical singing.

HISTORY OF MUSICAL THEATER meets Term 4. This course is a music appreciation course which provides an overview of “Broadway-style” musical theater from the late 19th into the 21st centuries. No previous knowledge of musical theater is needed, but a strong interest in theater is required.

PERFORMING ARTS

Course Descriptions (Continued)

INDEPENDENT STUDY APPLIED MUSIC STUDIES To be arranged individually with music instructor. This class is an individual Projects of Merit designed to meet the individual needs or interests of students. Project approval and permission of the instructor required. Projects may be in the area of performance, advanced jazz studies, theory, or audio recording.

MUSIC ENRICHMENT Meets ½ a block for 2 terms opposite band and choir.

IS MUSIC STUDIES I & II & III are for the prospective college music major (or) gifted student who wants to learn all he/she can about music. An overview of the history and development of music is studied. Music Studies I involves students in the study of theory, harmony, form, composition. Music Studies II provides a survey of the history of music. Prerequisite: The student should be able to read music. Arranged individually with music instructor. (Pre-requisite: Audition)

MUSIC THEORY I & II involves the student in the intensive study of the fundamentals of music as preparation for collegiate studies or just a solid background to enhance one's ability in music performance. Arranged individually with music instructor. (Pre-requisite: Audition)

MUSIC THEORY III is a continuation of Theory I & II and concentrates on the study of harmony as it relates to musicianship through musical analysis, composition, arranging, and improvisational performance. Arranged individually with music instructor. (Pre-requisite: Audition)

STUDIES IN AMERICAN MUSIC will focus on jazz history and theory, as well as jazz styles and improvisation. Participants will be required to sing or play an instrument. An end of the term performance will be given in a public venue. This course is offered during Term 3. (Pre-requisite: Fundamentals of Music)

PHYSICAL EDUCATION

Course Descriptions

9/10 PE Students will be introduced to a variety of fitness principals, sports, and games to prepare students for the choice of PE offered in 11th and 12th grade. Ideally students will find their best interests as well and will get a better idea of what other PE classes will best fit them. Students are expected to dress out every single day in appropriate PE attire and follow school and classroom expectations. Students who struggle to follow behavior expectations will not be allowed to repeat PE more than once per year. Activities *may* include: volleyball, softball/wiffle ball, badminton, basketball, soccer, pickleball, flag football, capture the flag, ultimate (frisbee and football), mat ball/kickball, tchoukball, jump rope, spikeball, team handball, floor hockey, archery, dance.

11/12 FITNESS FOR LIFE This class is designed and intended for students to learn and practice more individualized, fitness based activities and principles. This is a great option for students who feel they are less competitive and don't always like playing games against other people. Students will set a skill goal and fitness goal they will work towards during the term. There will be some class discussions and notes to cover fitness principles and other topics. Activities and workouts learned can easily be applied throughout a students' lifetime. Students are expected to dress out every single day in appropriate PE attire and follow school and classroom expectations. Students who struggle to follow behavior expectations will not be allowed to repeat PE more than once per year. Activities may include: yoga, pilates, HIIT workouts, jump rope, dumbbell workouts, tabata, zumba, softball, volleyball, pickleball, badminton, spikeball.

PHYSICAL EDUCATION

Course Descriptions (Continued)

STRENGTH & CONDITIONING This is the first course in our fitness progressing and is designed to build the foundation of a proper weightlifting routine. Strength & Conditioning will include classroom instruction, supplemented by practical applications of movements and workouts introduced in the classroom. Items covered are the seven Primal Movement patterns, techniques in weightlifting, and program design. The goal is that students will be able to design and implement a safe and effective program based on their personal goals. Students are expected to dress out every single day in appropriate PE attire and follow school and classroom expectations. Students who struggle to follow behavior expectations will not be allowed to repeat PE more than once per year.

11/12 TEAM SPORTS PE Students will work within a team and play fast paced, competitive sports. Emphasis will be put on strategy, team work, and positive sportsmanship. This class is a great fit for students that have a competitive nature. Students are expected to dress out every single day in appropriate PE attire and follow school and classroom expectations. Students who struggle to follow behavior expectations will not be allowed to repeat PE more than once per year. Activities *may* include: team handball, ultimate (frisbee and football), touch rugby, floor hockey, tchoukball, volleyball, basketball, soccer, mat ball/kick ball, and wiffle ball.

PERSONAL WORKOUT This class is designed with the senior student in mind as students are expected to have a high level of autonomy before reaching this level. The ultimate goal of this class is for students to improve their overall physical fitness no matter where they start. Fitness testing will be performed at the beginning and end of the term and students will be expected to reach goals given to them by instructor by the end of the term. Students are expected to workout an hour a day for a total of 5 hours per week and journal specific details of each workout to submit by Saturday at midnight each week. No credit will be given for late work as they only have one assignment per week. Students will be allowed to retake class if they pass with a 90% or higher. This class *must* be added to the student's schedule prior to the start of the new term as we do fitness testing at the beginning of the term.

UNIFIED PE This class is designed to give students PE credit for utilizing leadership and social skills in the gym by helping differently abled students with necessary adaptations within the physical education classroom in various games and activities. Students are expected to be focused on helping these students achieve their goals and participate in all activities as they would in a normal physical education classroom. Students will be expected to ask Miss Mason and the para educators questions to understand how they can best supplement those needs in the gym and do their best to help other students have an enjoyable and educational experience in PE. Students will gain valuable leadership experience that will look great on any job or college application. At the end of the year students from this class will be chosen based on performance in class by Miss Roberts and the Para Educators to go on a field trip with the special education students. This is an extremely distinguished opportunity given only to students who go above and beyond in class on a daily basis. Assignments include: Participating in daily activities, dressing in appropriate PE clothing and following all classroom expectations. Leading our daily warmups one time, designing a game with students' adaptations in mind, creating a lesson plan and team-teaching with a partner to the entire class (final project).

SCIENCE

Course Descriptions

ANATOMY/PHYSIOLOGY is a two-term class (starting in 2021-2022) that studies the structure and function of the systems of the human body. Students will be expected to participate in lab activities that could include some dissection as well as experiments involving computers, microscopes, and chemical reactions. This could be a good class for college bound students and students with an interest in health occupations. Students should be aware that anatomy involves learning a significant number of scientific terms. Pre-requisite: Science II

CHEMISTRY is a two-term class that bridges between biology (natural science) and physics. Chemistry deals with the study of matter and energy, and the part they play in chemical reactions. This course is important for those planning to enter the following occupations: doctor, nurse, technician, dentist, dental hygienist, pharmacist, engineering, artists, photographers, veterinarians, cosmetologists, and agriculture.

SCIENCE I A&B (PHYSICAL SCIENCE) (2 terms) This course involves the basics of physics and chemistry — the study of physical science. This course will help us to better understand energy and the transfer and transformation of energy in the universe, and realize the how these processes drive all actions in the universe. This informed position will also help lead to greater understanding of different science disciplines.

SCIENCE II A&B (BIOLOGY) (2 terms) This course involves the basics of biology — the study of life — and ecology – the study of organisms and their environment. This course will help us to better appreciate the environment around us, understand the marvels of the human body, and realize the magnificent processes of life. This informed position will also provide a platform for decision-making that reflects a protection and stewardship of life and our natural environment.

SCIENCE III A (EARTH SCIENCE) & SCIENCE III B (ENVIRONMENTAL SCIENCE) (2 terms) This course involves the study of physical and biological changes to the Earth from inception to today. This course will allow us to understand processes of the Earth that have been going on for millions of years to the interactions between humans and their environment.

PHYSICS (2 terms) is needed in all the health occupations mentioned in Chemistry I, all engineering fields, drafting and architecture, mechanics, meteorologists (weather predictors), space and ocean studies, radio and TV, pilots, navigators, and all building trades. No other science courses are required before taking physics. Knowledge of algebra and geometry are important to the students' success in this course. Recommendation: Functions/Statistics/Trigonometry (FST) and Chemistry I taken prior to this class. Pre-requisite: Algebra II

SOCIAL STUDIES

Course Descriptions

AMERICAN GOVERNMENT The course is to give students an understanding of how the federal as well as state government is organized. Students learn about the Constitution, the development of our political system and the importance of participating in the selection of government officials on a local, state, and national level.

MILITARY HISTORY is a one-term course in which students examine different eras and locations of the world as well as the people and events that have shaped the world we live in. During the course we will study the causes and conduct of war and impact of war on society, with emphasis on the 19th and 20th centuries. This course will be comprised of lecture, discussion, reading from primary and secondary courses, and the viewing of films related to our areas of study.

SOCIAL STUDIES Course Descriptions (Continued)

MODERN U.S. HISTORY I or Modern U.S. History II must be taken as a junior or senior. The class is designed to continue the content of United States History where the previous course had finished. The time frame of Modern United States History I is the 1950's to the late-1970's. Students will begin with the start of the Cold War and move through the following decades up through the Carter presidency. Students will learn how the events, people, and policies shaped our country. Students will gain an understanding of society and culture as well. The course will conclude with the Iran Hostage Crisis.

MODERN U.S. HISTORY II or Modern U.S. History I must be taken as a junior or senior. The time frame of Modern U.S. History II is the late 1970's to the present. Students will begin with the effects of the Iran Hostage Crisis and move through the following decades learning how the events, people, and policies shaped our country. Students will gain an understanding of society and culture as well. The course will conclude with present policies and conditions.

OUR WORLD TODAY - 1 Term, Grade 9 (Priority given to students not in band, choir, or Spanish)

This course is designed for students to explore situations that are occurring in our world today. The topics will range from local, state, national, and global events that have a direct or indirect impact on students. The students will follow daily news events through the use of mass media and social media outlets that our world provides to us. Students will also be using documentaries, film studies, and magazines to explore our world today. Students will use information learned to define components of culture and analyze how it influences individuals within that culture. Students will examine and evaluate reactions to social inequalities including conflict and propose alternative responses. Students will summarize and evaluate how social structures and cultures have evolved over time.

PSYCHOLOGY is a course that looks at psychology in a practical, applicable view. Students will examine how psychology is intertwined with their lives and society today. This course will be comprised of the history of psychology, how heredity and environment influence behavior, different theories of personality development, parapsychology, and information on different types of psychological disorders. Recommended: juniors & seniors only.

UNITED STATES HISTORY is a two-term course required for graduation, and it is to be taken during the sophomore year. The course begins with the Civil War and concludes with WWII. Various methods are used to present the wide range of material that is offered. Events of US history are presented in a cause and effect relationship, so that the student may gain an understanding of the main concepts and topics. This allows the student to connect to previous courses and build on their knowledge to take future courses. Students need instructor approval to take a second term of a US History after failing the first term.

WORLD HISTORY I is a one-term course in which students examine different eras and location of the world as well as the people and events that have shaped the world we live in. The emphasis of this course will focus on ancient world history and continue up until the European Renaissance. This course will be comprised of lecture, discussion, reading from primary and secondary texts, and the viewing of films related to our areas of study

SOCIAL STUDIES

Course Descriptions (Continued)

WORLD HISTORY II is a one-term course in which students examine different eras and locations of the world as well as the people and events that have shaped the world we live in. A primary focus of this course is connecting modern themes with past events and issues. The course will begin with the European Renaissance and Reformation and continue until the Age of Imperialism. The class contains lecture, discussion and readings from primary and secondary texts.

SUCCEED

Course Description

SUCCEED is an intervention-based program to help students be successful in life. Completion of high school is a vital step toward a successful life. There is a referral and application process for the course. Please see your school counselor if interested in getting more information. The course works on building study skills, working together to develop strategies needed to be successful to pass classes, and developing life skills. The first part of class is large/small group lessons and the second part is individual skill building. A paper planner is a mandatory, **non-negotiable**, part of the course. The graded assignments submitted for class will focus on goal setting, time management, organization, advocacy, communication, and self-reflection and self-discovery.

WORLD LANGUAGE

Course Descriptions

PLEASE NOTE: All students are encouraged to take a world language to prepare them to succeed in today's culturally diversified global society. Two levels of language study is the minimum requirement for some colleges, depending on the field of study. Four levels of a single language study is the requirement at some colleges. Students should check individual college requirements. It is recommended that students earn a letter grade of "C-" or better before continuing into the subsequent term of language study. This will help to ensure students' success in this sequential program, and credit transfer to many colleges.

SPANISH I is a two-term course that begins the study of the language. Students will acquire beginning skills in speaking, listening, reading, and writing Spanish. Classroom activities include oral and written practice, audio and video activities, projects, and learning games that emphasize communication, along with cultures, communities, comparisons, and connections to Spanish-speaking countries and people. Spanish I is a prerequisite for Spanish II.

SPANISH II is a continuation of Spanish I. Students will review grammar from Spanish I and continue to acquire new vocabulary, verb tenses, and grammar. Classroom activities are similar to Spanish I. Spanish II is a prereq for Span III.

SPANISH III is a continuation of Spanish II. Students will review grammar from Spanish II and continue to acquire new vocabulary, verb tenses, and grammar. Spanish III is a prerequisite for Spanish IV.

SPANISH IV includes reading short stories plus two or three novels, analyzing literature, and writing interpretations of readings. Speaking, and extensive grammar applications are components of Spanish IV. It is recommended that prior to Spanish IV, students have taken comparable English courses to aid them with this work. Students are not recommended to take this course prior to semester two of their sophomore year.