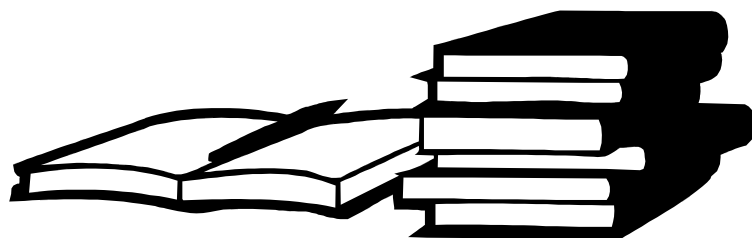


# Course Selections and Curriculum Guide

2011-2012

**Shelby**  
High School



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# **New Credit Requirements for the class of 2014 and beyond:**

## **21 Total Credits:**

**English—4 credits**

**Mathematics—4 credits**, including one credit of algebra II or the equivalent of algebra II

**Social Studies—3 credits**, including ½ credit of American history (Social Studies II) and ½ credit of American government (American Govt/Econ)

**Science—3 credits**, including one credit of physical sciences (Integrated Science I), one credit of life sciences (Biology), and one credit advanced study in one or more sciences (Chemistry is the third science at Shelby High School; several other opportunities beyond Chemistry for 4<sup>th</sup> through 7<sup>th</sup> credits.)

**Health—1/2 credit**

**Physical Education—1/2 credit**

**Electives—6 credits** must include one or any combination of foreign language, fine arts, business, career-technical education, family and consumer sciences, technology, agricultural education or English language arts, mathematics, science or social studies courses not otherwise required.

## **Other requirements:**

**Economic and financial literacy**—fulfilled in SHS American Govt/Economics in grade 12.

**Fine arts**—students must complete at least two semesters of fine arts (or the equivalent) taken any time in grades 7-12. Students following a career-technical pathway are exempted from the fine arts requirement.

Students must pass all five sections of the Ohio Graduation Test.

# CREDIT REQUIREMENTS CLASS OF 2004-2013

## 21 TOTAL CREDITS



4	English
3	Math
3	Social Studies
3	Science
.5	Health
.5	Physical Education (2 – ¼ CREDIT COURSES)
1	From Business, Technology, Fine Arts, or Foreign Language



Students must pass all five sections of the Ohio Graduation Test (10<sup>th</sup> Grade Test)

## OHIO GRADUATION TEST

The OHIO GRADUATION TEST consists of five sections: social studies, math, reading, science, and writing. Students must pass all sections of the Ohio Graduation Test in order to earn a diploma. Students first take the test in the spring of their sophomore year and will have four additional opportunities to pass those sections in which a passing score was not achieved.

Summer intervention and testing opportunities are available at Shelby High School. This provides the student with additional opportunities to pass sections of the test.

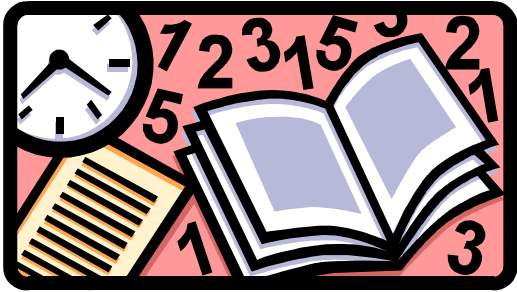
## HONORS DIPLOMA

The criteria for an honors diploma are listed on the following page. The Shelby High School course offerings provide students with the opportunity to meet the curriculum requirements for this distinction.

## Comparison of Diplomas with Honors Criteria

*Students need to fulfill all but one criterion for any of the following Diplomas with Honors*

Subject	High School Academic Diploma with Honors Graduating Classes 2010 and Before	High School Academic Diploma with Honors Graduating Classes 2011 and Beyond	Career-Technical Diploma with Honors for Graduating Classes 2010 and Before	Career-Technical Diploma with Honors for Graduating Classes 2011 and Beyond
<b>English</b>	4 units	4 units	4 units, which may include one unit of applied communication	4 units
<b>Mathematics</b>	3 units, including Algebra I, Geometry, Algebra II or a three-year sequence of courses that contain equivalent content	4 units, including Algebra I, Geometry, Algebra II or equivalent and another higher level course or a four-year sequence of courses that contain equivalent content	3 units, including Algebra and Geometry, or a sequence of courses that contain equivalent content	4 units, including Algebra I, Geometry, Algebra II or equivalent and another higher level course or a four-year sequence of courses that contain equivalent content
<b>Science</b>	3 units, which develop the concepts for physical, life, and earth and space sciences	4 units, including physics and chemistry	3 units, which develop the concepts for physical, life, and earth and space sciences	4 units, including physics and chemistry
<b>Social Studies</b>	3 units	4 units	3 units	4 units
<b>Foreign Language</b>	3 units, including at least 2 units in each language studied	3 units, including at least 2 units in each language studied	2 units, or 2 units of business/technology, or one unit each	Not counted toward requirements
<b>Fine Arts</b>	1 unit	1 unit	May be counted toward requirements under Electives	Not counted toward requirements
<b>Career-Technical</b>	Not counted toward requirements, and may not be used to meet requirements	Not counted toward requirements, and may not be used to meet requirements	3 units in the vocational or technical education curriculum	Now counted in Electives
<b>Electives</b>	Either 1 unit of business/technology and 2 units of above or 3 units of the above subject, not including career-technical	Not counted toward requirements	2 units of above categories, including fine arts	4 units of Career-Technical minimum. Program must lead to an industry recognized credential, apprenticeship, or be part of an articulated career pathway which can lead to post secondary credit.
<b>Grade Point Average</b>	3.5 on a 4.0 scale	3.5 on a 4.0 scale	3.5 on a 4.0 scale	3.5 on a 4.0 scale
<b>ACT/SAT Score [excluding scores from the writing sections]*</b>	27 ACT / 1210 SAT	27 ACT / 1210 SAT	27 ACT / 1210 SAT	27 ACT / 1210 SAT
<b>Additional Assessment</b>	Not applicable	Not applicable	Complete a career passport that reflects achievement of the occupational proficiency benchmark established for the Ohio vocational competency assessment or the equivalent	Achieve proficiency benchmark established for appropriate Ohio Career-Technical Competency Assessment or equivalent



## SCHEDULING POLICY

Each year, our guidance counselors meet with students and assist in the planning of student schedules. Parents have an opportunity to ask questions and are asked to sign each student's course request form.

After this process is completed, school officials plan the master schedule (number, size of classes, and a period plan) for each teacher and student. Only necessary changes will be made after June 15<sup>th</sup>.

The following guidelines for schedule changes have been established:

**A. Parent consent:** A "Request to Drop Course" form must be completed and signed by appropriate parties before a drop course request will be considered.

**B. Lunch Periods:** These are based on the classes into which a student is scheduled and cannot be changed.

**C. Adding Courses:** Students will not be permitted to enroll in new courses after 5 class days have passed.

**D. Dropping Courses:** Courses dropped after the interim report will show a grade of W/F or W. No credit will be given for courses which have been dropped, and a W/F will be weighted the same as an "F" when calculating credit and grade point average.

**E. 1<sup>st</sup> and 4<sup>th</sup> Block:** The computer will randomly select which seniors will be scheduled into a 1<sup>st</sup> or 4<sup>th</sup> block study hall. If a 1<sup>st</sup> block or 4<sup>th</sup> block study hall is printed on a senior's schedule, he/she may apply for release. Changing a schedule to obtain a 1<sup>st</sup> or 4<sup>th</sup> block study hall will not allow the student to be released from 1<sup>st</sup> or 4<sup>th</sup> block. Also, changing a schedule because of a job will not be permitted.



## STUDENT SPECIAL SCHEDULE POLICY

The Shelby Board of Education has adopted a 4-block school day with a “closed” lunch period. All students will attend school for the entire school day, unless excused for one of the following reasons:

- A. CBI work-study students *may* be excused early, since they are working in some job placement situation.
- B. Students who have already attended 4 full years of high school.
- C. Students who are actively enrolled as part-time students at OSU-M, NCSC, or some other approved college.
- D. Students who are pregnant.
- E. Married students who have economic need to be employed.
- F. Seniors that were placed in a 1<sup>st</sup> or 4<sup>th</sup> block study hall by the random scheduling process of the computer.
- G. Some other good reason and just cause approved by the principal.



## PIONEER CAREER AND TECHNOLOGY CENTER TRANSFERS

- A. Pioneer requires students to attend at least 3 school days before making a decision to return to their home schools.
- B. Shelby High School will not allow students to return to Shelby after 5 school days have passed.



## ATHLETIC ELIGIBILITY

Those students participating in athletics must be passing the equivalent of 5 credits with a 1.0 grade point average each nine weeks in order to maintain eligibility. In order to protect eligibility, we encourage students who intend to participate in athletics to sign up for four classes each semester. It is the responsibility of the student athlete to maintain eligibility.

## WITHDRAWAL FROM SCHOOL

The Board of Education affirms that, while statute requires attendance from each student until eighteen (18) years of age, it is in the best interests of both students and the community that students complete the educational program that will equip them with skills and increase their chances for a successful and fulfilling life beyond high school.



The Board directs that whenever a student wishes to withdraw, every effort should be made to determine the underlying reason for such action and the resources of the District should be used to assist the student in reaching his/her career goals. No student under the age of eighteen (18) will be permitted to withdraw without the written consent of a parent and in compliance with State law.

Whenever a student under the age of eighteen (18) withdraws from school without moving out of state, transferring to another school, enrolling in and attending an approved program, the superintendent shall notify the Registrar of Motor Vehicles and the Judge of Juvenile Court.

Such notification is to be given within two (2) weeks after the superintendent confirms the student is not properly enrolled in and attending another approved school or program or has moved out of the state.

The superintendent shall develop administrative guidelines for withdrawal from school which ensures that proper procedures are established so that notification of the Registrar of Motor Vehicles and the Judge of Juvenile Court complies with the provisions of R.C. 3321.13(1).

## GUIDANCE DEPARTMENT – FOUR YEAR EDUCATIONAL PLAN

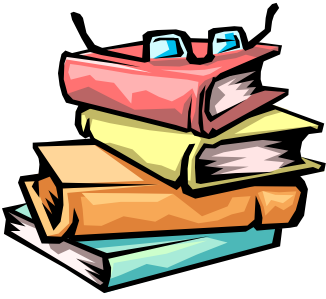
Attention: This educational plan gives you and your parents an opportunity to focus on the many courses that are available to you. This is a *FLEXIBLE* plan and *MAY be changed* from year to year.

NAME: \_\_\_\_\_ CAREER GOAL: \_\_\_\_\_

DATE: \_\_\_\_\_ GRADUATION DATE: \_\_\_\_\_

Type of Diploma Being Pursued:       Regular     Honors    (Please Check One)

9 <sup>th</sup> Grade		2011/2012	10 <sup>th</sup> Grade		2012/2013
COURSE	CREDIT		COURSE	CREDIT	
English I	1.0		English II	1.0	
Math	1.0		Math	1.0	
Physical Science	1.0		Biology	1.0	
Social Studies I	1.0		Social Studies II	1.0	
Physical Education	.25		Physical Education	.25	
Reading/Writing Lab	.50		Health	.50	
TOTAL			TOTAL		
11 <sup>th</sup> Grade		2013/2014	12 <sup>th</sup> Grade		2014/2015
COURSE	CREDIT		COURSE	CREDIT	
English III	1.0		English IV	1.0	
Math	1.0		Government/Economics	1.0	
Chemistry	1.0		Math (Alg II or beyond)		
TOTAL			TOTAL		



## RECOMMENDED BASIC COURSE OF STUDY

Students who elect to stay at Shelby High School for the 11<sup>th</sup> and 12<sup>th</sup> grade, instead of attending Pioneer Career and Technology Center, need to schedule courses appropriate for college preparation.

Minimum Core Curriculum for Four Year College Preparation

- 4 credits of English
- 4 credits of Mathematics (including Algebra I, Geometry, Algebra II, 1 credit of math is recommended to be taken in the senior year)
- 3 credits of Science
- 3 credits of Social Studies
- 2 credits of the same Foreign Language
- 1 credit of Fine Arts

Note that this is the minimum core curriculum.



## CORE CURRICULUM/ ACT SCORE STUDY

According to an ACT study, students who take the minimum core or more had a significantly higher ACT Composite score (22.0) than those who complete less than the core (20.2). This result highlights the importance of students' completion of the recommended core curriculum and the appropriate selection of high school courses for college and career preparation.



## POST-SECONDARY ENROLLMENT OPTIONS PROGRAM

The Postsecondary Enrollment Options Program provides students with an opportunity to take classes at eligible postsecondary institutions. These institutions include community colleges, postsecondary career/technical institutions, state universities, and many private colleges and universities. This program is open to all students who meet the expectations of the postsecondary institution. Locally, students typically attend Ohio State University-Mansfield, North Central State College (NCSC), or Ashland University. Students and parents must attend the informational meeting and complete the necessary paperwork by the appropriate deadlines.

# PREPARE FOR YOUR FUTURE NOW!

1. **You can go to college! It takes good thinking and good planning. Let everyone know that you *want to go to college* – your parents, your teachers, your guidance counselor.**
2. **The classes that you take in high school are very important. Make sure you are taking courses that are part of the COLLEGE CORE and be sure that you follow the CORE all four years.**
3. **Students who complete a core preparatory program score nearly three points higher on the ACT test than students who do not. The best way to prepare for a successful ACT test is to take the more challenging core courses.**
4. **Get involved in extra-curricular activities, such as music, sports, drama, or student council. You will be asked many times as a senior about the extra-curricular activities of which you have been a part. College and scholarship applications, as well as resumes, will expect this information.**
5. **Do things in which you can develop and exercise your leadership skills.**
6. **Do volunteer work and community service. Participate in church or community groups.**
7. **Set goals for yourself.**
8. **Read as much as possible – ask your teachers about books you might enjoy.**
9. **Get involved in problem solving activities in your math and science classes.**
10. **Visit places such as museums or art galleries that will show you how much fun history, science, and art can be.**
11. **Do more than what is asked and start doing it now!**



**PREPARE FOR COLLEGE NOW!**



### **INDEPENDENT STUDY**

Seniors desiring to expand their learning beyond the traditional classes offered may arrange to complete an independent study with a teacher. The following criteria apply:

- Student must have earned 21 credits before beginning an independent study.
  - Student must have a 3.0 cumulative GPA.
  - Independent study must be scheduled within the first five days of the semester.
  - Independent study can only be arranged with the teacher during the academic year in which the independent study will take place. A student cannot request independent study during the scheduling process.
  - A student can only schedule one independent study per semester.
- A student is limited to two independent study credits during high school.

### **Honors Classes**

Placement in these classes is by self-selection and/or teacher recommendation. Please check the individual course description for any possible prerequisites. Students are responsible for meeting deadlines. It is not necessary to be in honors classes to earn an honors diploma.

### **WEIGHTED GPA CALCULATIONS**

Shelby High School employs two methods when determining a student's Grade Point Average (GPA) depending on the time period for which the average is being calculated.

Because quarterly and yearly GPAs are used to determine honor rolls and academic letters, these GPAs are calculated using the traditional system of awarding an extra quality point for a weighted class. Hence, a grade of "B" in Honors English II would be worth four quality points instead of three quality points. The sum of the quality points is divided by the number of credits to determine the nine-week or one-academic-year GPA.

Cumulative GPAs are determined using an add-on system of weighted grades. The un-weighted GPA is calculated for the student's entire high school career. Then, for each completed weighted class, .05 is added to the un-weighted GPA to determine the weighted GPA.

After a student has attempted 20 credits, the add-on system results in a higher GPA than the traditional system. However, this is not the reason we utilize the add-on system. In the traditional system, a student is inadvertently penalized in the determination of the cumulative GPA when they take non-weighted courses such as Spanish IV, Advanced Math, Music, Art or Ag-Science. The add-on system encourages students to take a broad range of courses while still challenging themselves by taking advanced courses.

### **ACADEMIC REGOGNITION**

Students at Shelby High School are recognized in a variety of ways for their academic achievement. Students who earn a grading period average of 3.0 or higher are listed on an honor roll and are eligible for red or gray cards if they meet the attendance and discipline standards. Students who earn a minimum yearly GPA of 3.9 are honored with an academic letter.

Students who graduate with a cumulative GPA of 3.5 or higher are recognized at the annual honors banquet, a group portrait on the academic wall of fame, an honors plaque and the wearing of gold honor cords at the graduation ceremony. Students who graduate with a GPA of 4.0 or higher wear an academic stole at the ceremony. Shelby High School does not designate a valedictorian or salutatorian. Student speakers at the graduation ceremony are the elected class officers.



# AGRICULTURE EDUCATION COURSES

**AGRI-SCIENCE I** 1 CREDIT-1<sup>st</sup> Semester; 1 CREDIT-2<sup>nd</sup> Semester  
PREREQUISITE: None

**Agriculture I establishes the basic foundation of agriculture tasks necessary for the application of a career in the agricultural industry (not specifically farming).**

Goals:

- To develop understanding, abilities, and skills in production agriculture.
- To provide activities to develop leadership abilities in agriculture.
- To give the student the opportunity to "learn by doing."

Major areas covered: FFA; Soils – Conservation; Woodworking – Safety - 12-weeks laboratory; Computerized recordkeeping; Livestock production; Parliamentary procedure; Tractor certification; Agricultural occupations

**AGRI-SCIENCE II** 1 CREDIT-1<sup>st</sup> Semester; 1 CREDIT-2<sup>nd</sup> Semester  
PREREQUISITE: Agriculture I (if possible)

SAME GOALS AS AGRI-SCIENCE I

Plant science (the production of crop products) includes subject matter and learning activities which are concerned with the principles, concepts and processes involved in the planning related to and the economic use of facilities, land, machinery, chemicals, finance, and labor in the production of plant products. In practice, activities include classroom instruction, laboratory experiences, and supervised occupational experiences in and out of school, including farms and other agriculturally related establishments.

**AGRI-SCIENCE III** 1 CREDIT-1<sup>st</sup> Semester; 1 CREDIT-2<sup>nd</sup> Semester  
PREREQUISITE: 11 or 12 & Agriculture II (if possible).

SAME GOALS AS AGRI-SCIENCE. I & II

Agriculture mechanics includes the selection, operation, repair, adjustments, and the economic use of agriculture machinery. Farm construction and conservation work, as well as farm safety is taught. This class is combined with the Ag. IV class with alternating curriculums. Computer management techniques are utilized.



**AGRI-SCIENCE IV** 1 CREDIT-1<sup>st</sup> Semester; 1 CREDIT-2<sup>nd</sup> Semester PREREQUISITE: 12 & Agriculture III (if possible)

This course covers such topics as farm business management, marketing, agricultural taxes, computer training, leadership training, and laboratory work in small engines and mechanics. Students also receive practice in metal and woodworking areas according to their abilities. Ag. IV students also manage the 55-acre land laboratory located on State Street Road.



## ART COURSES



### **ART I**

1 CREDIT

PREREQUISITE: None

Art I serves the aim of personal development by providing individuals with the opportunity to acquire and develop their powers of expression by visual means. The development of the students' imagination will be the basic concept. Discovering ideas by experimenting with various materials. Studio production activities will be stressed, with emphasis on drawing, color, design, lettering, and printmaking.

### **ART II**

1 CREDIT

PREREQUISITE: Art I

Art II is a personal development course with emphasis on technique and craftsmanship. A wider range of materials and subject matter will be incorporated into the program. Art II will continue to build on the basic elements and principles of design. The students will be exposed to Art History but, again, studio activities will be more important, with an emphasis on perspective and architecture, drawing, painting, graphic design, and printmaking.

### **ART III & IV**

1 CREDIT

PREREQUISITE: Art II, III

Art III and IV students have developed their interest in art and many will be working toward a career in the art field. Personal development and expressions will be the basic goal of Art III and IV. The basic concepts of design will still be studied but the students will be allowed more freedom in the selection of media, artistic approach and subject matter. Studio activities will be the basis of the class with craftsmanship of utmost importance. Emphasis will be on drawing, sculpture, painting, graphic design, printmaking and self-exploration.



# BUSINESS COURSE

## **Computer Applications**     1 CREDIT

This course is designed to provide a project-oriented approach to the use of computers. It is intended to teach you the computer applications that you will need to successfully complete the various computer projects you will encounter in your other courses. We will cover Microsoft Word, Excel, and PowerPoint. The second half of the course is a project based course where you will be introduced to Microsoft Access and Publisher. You will complete a culminating project that incorporates all aspects of Microsoft Office

# ENGLISH COURSES

**ENGLISH I**      1 CREDIT      PREREQUISITE: None

Students in English I study fiction and non-fiction literature including poetry, drama and an introduction to Shakespeare. Students are introduced to narrative, expository, descriptive and persuasive writing. Students must also complete a research project using the MLA format to receive course credit. Students are introduced to sentence structure and parts of speech in the context of the writing process, reinforcing the mechanics of standard English including grammar, usage, spelling, punctuation and capitalization.

**ENGLISH I-H** (Students must file an application for consideration.)

This course is offered for motivated students who possess a high level of interest and competence in English. Students in both English I and English I- H study fiction and non-fiction literature including poetry, drama, and at least one Shakespearean play. Students are introduced to narrative, expository, descriptive, and persuasive writing. Students must also complete a research paper using the MLA format to receive course credit. Students will work to learn traditional grammar structure and usage. Due to limited enrollment, students must file an application for consideration.

**ENGLISH II**      1 CREDIT      PREREQUISITE: English I

English II contains a review and study of the basics of standard English grammar and usage and a study of various types of literature. Composition emphasis is on the writing of clear, correct, and varied sentences and their combination into organized and cohesive pieces. A research paper is written and required for course credit.



**ENGLISH II-H** (Students must file an application for consideration.)

This class is for students possessing a high level of interest and competence in English. Grammar and composition skills will be reviewed and enhanced; vocabulary study is aimed at words likely to appear on ACT and SAT tests. Literature will include intensive study of at least one Shakespearean play and one classic novel. A research paper is written and required for course credit. Students must file an application for consideration.



**ENGLISH III**

1 CREDIT

PREREQUISITE: English II

English III consists of a review of the disciplines of grammar and rhetoric for the purpose of achieving more effective communications. Concentration in literature focuses on American writers from the Colonial period to the present day.

This course is required for all Juniors, and provides a well-rounded program of American literature, vocabulary study, and intensive study in the writing process. A variety of readings expose the student to the many different types of literature, so that the student can learn to identify, to evaluate, and to distinguish good reading material. Through practice, the student learns the techniques for effective writing expression. Vocabulary study also encourages improvement in written communication.

**ENGLISH III-H** (Students must file an application for consideration.) 1 CREDIT

A course for juniors, English III-H is designed to provide those students with high capability and interest the opportunity to fine-tune composition skills, increase vocabulary for college testing, clarify fine points in grammar, and experience a greater range and depth of literary study than provided by the regular sequence of English courses. Students will be given the opportunity to prepare for Advanced Placement tests if the student chooses. Grammar and composition will concentrate on formal essay techniques and appropriate research strategies. Concentration in literature will focus on American writers from the Colonial period to the present day. Traditionally, English III and English III-H students also study another work by Shakespeare. There is a summer reading and activity requirement.

**ENGLISH IV**

1 CREDIT

PREREQUISITE: English III

English IV concentrates on refining the various skills acquired by the student in the preceding three years of the English program. This course is designed primarily for the college-bound student and will focus on acquisition and development of skills needed for success in post-high school education. Thus, study of particular skills such as critical reading and thinking, effective communication, and vocabulary development will continue to be stressed. In literature the objective will be to develop an awareness and appreciation for our cultural heritage through the study of representative selections from each literary period and genre (poetry, drama, novel, etc.) of British and world literature in historical context.

The composition program emphasizes research and the use of the writing process to produce compositions that focus on ideas, organization, structure, and fluency. Technology in the classroom will include multimedia presentations and the use of the computer for location of research materials. Instruction and practice in word processing will also be included.

**ENGLISH IV-H** (Students must file an application for consideration.)

Students in this advanced placement section will be required to pursue a rigorous academic curriculum through extensive reading beyond that found in the British and world literature textbooks. There will be an emphasis on improving writing and word processing skills. For the most part, instruction will be individualized, with emphasis placed in further development of critical reading, writing, thinking, and research skills.

Students must file an application for consideration.

**HUMANITIES** ½ CREDIT/9 WEEKS PREREQUISITE: Grade 11 or 12

Humanities involves the study of art, drama, literature, music, and philosophy and how they are inter-related. Emphasis is placed on how an appreciation of one's experiences in these disciplines increases the worthwhile aspects of one's life. Particular attention is placed on the performing and visual arts, values clarification, and world cultures and their relationship to human understanding. Use of various technologies will help students understand music and art through listening and viewing. Individual creativity is enhanced by the individual projects that are developed during the semester. While there is little homework, students are expected to attend various cultural events and visit locations outside the classroom.



**PUBLIC SPEAKING** ½ CREDIT/9 WEEKS

PREREQUISITE: 11,12

The goal of this course is to develop self-confidence in public speaking situations. Students must be willing to do in-class research in order to present well-developed speeches. Areas covered include: body language, library use and a brief review of research skills, analyzing speeches, and various types of public address. Included will be a number of in-class activities. Grades are determined by oral presentations and outlines. Many colleges and careers require speaking skills, and

this program will teach you how.

**READING/WRITING LAB** ½ CREDIT/9 WEEKS PREREQUISITE: None

This individualized computer aided course is required of all students in grade nine. Reading components of the course include vocabulary/word knowledge, comprehension (fiction and nonfiction), speed reading, and information skills (dictionaries, maps, charts, graphs, electronic sources, etc.) Students will read a minimum of one novel and complete required activities dealing with that novel. The writing components of the course include mechanics (capitalization, grammar, punctuation, spelling), sentence structure, paragraph writing, and essay writing. Each student is graded on individual performance with a portion of the grade being based on individual improvement. Since reading and writing are major requirements for academic success in high school as well as college, this is a course that should be beneficial to every student regardless of current skill levels.

**YEARBOOK I** 1 CREDIT FULL YEAR

PREREQUISITE: 11, 12, "C" or above in English

Students study the principles of layout, design, copy writing and caption composition as practiced in yearbook journalism. Students plan, design layout, photograph and write copy for the yearbook. Financing the book by selling subscriptions and advertising is discussed and performed by the students.

Specific Yearbook objectives are to:

1. develop organization and teamwork within the class
2. meet deadlines
3. write caption copy effectively
4. write thorough and interesting copy (continued on next page)
5. use interviewing skills
6. make money through advertisements
7. crop pictures effectively
8. take effective pictures
9. practice proper layout and design techniques
10. successfully market a product
11. use desktop publishing

Students signing up for Yearbook I and II should be aware that they must be available for summer activities, especially for the selling of ads and the taking of pictures, prior to the start of the school year. They also must be available in the summer after the end of the school year to finish their assigned sections.

All prospective students are required to complete an application packet, which is available from the guidance office. Teacher recommendations will also be used to evaluate student applications.

Since there are usually more applicants for this class than available spots, the advisor will select the most qualified applicants and will notify the students of their status in the class as soon as possible.

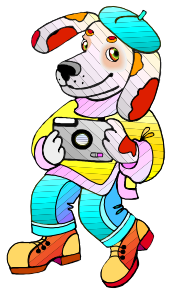
**YEARBOOK II** 1 CREDIT FULL YEAR

PREREQUISITE: 12, Yearbook I, "C" or above in English

Yearbook II students share their expertise and experience with Yearbook I students. They supervise the less experienced students with the main objective of producing an excellent Yearbook. Specific objectives are the same as Yearbook I.

Both Yearbook I and Yearbook II students must be available for summer activities, especially for the selling of ads and the taking of pictures, prior to the start of the school year. They also must be available in the summer after the end of the school year to finish their assigned sections.

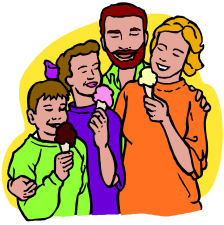
These students will be evaluated by the yearbook advisor based upon work completed in Yearbook I and a written essay assigned by the yearbook advisor. Students who are not ready or willing to accept leadership roles will not be accepted into Yearbook II.





**FILM AS ART** 1/2 CREDIT/9 WEEKS PREREQUISITE: Grade 11, 12

Film as Art is a nine-week course designed to study film and the nonverbal messages conveyed through this medium. Students will move beyond text analysis (plot, theme, character...) to cinematic analysis where framing, lighting, editing, and sound serve to assist in the communication process. Film history, the roles and responsibilities of those involved in filmmaking, patterns of form that filmmakers use, film criticism, and a variety of different genres of film will also be studied. Students are required to make their own film which utilizes techniques learned in the class as a final project.



## FAMILY AND CONSUMER SCIENCES COURSES

### **LIVING TODAY**                      1 CREDIT                      PREREQUISITE: NONE

Living Today provides students with a wide range of subjects(standards) to assist them in becoming productive adults. This course emphasizes such topics as goal setting, decision-making, setting priorities, relationship building and analyzing personal assets. Additional topics will include personal and academic achievement while making transitions in life, exercise leadership skills and develop strategies for life-long learning. Practical life skills will include choosing foods wisely, preparing foods, and management techniques for efficient living. Building relationships, Designing a Career Blueprint, Manage a Life Plan, and Manage Transitions are the standards for this course. Service Learning projects are required.

### **FOODS AND NUTRITION**                      ½ CREDIT/9 WEEKS                      PREREQUISITE: None

. Food and Nutrition provides students with an understanding of food's role in society, instruction in how to plan and prepare food dishes, experience in the proper use of equipment and utensils, and background on the nutritional needs and requirements for healthy living. Ensure Food Safety and Advocate a Healthy Lifestyle are the standards for this course. Nutrition and Wellness project is required.

### **FOODS AND NUTRITION II**                      ½ CREDIT/9 WEEKS                      Prerequisite: "C" or above in Foods and Nutrition and/or instructor approval.

Food and Nutrition II provides students with an in-depth study of food's role in society, instruction in how to plan and prepare meals, experience in the proper use of equipment and utensils, cultural diverse foods and cake decorating techniques. Ensure Food Safety and Advocate a Healthy Lifestyle are the standards for this course. Food Innovations project is required.

### **SENIOR STRATEGIES**                      ½ CREDIT/9 WEEKS                      PREREQUISITE: Grade 11 or 12

Senior Strategies provides students with an understanding of the concepts and principles involved in managing one's personal finances. Topics include savings and investing, credit, insurance, taxes and social security, spending patterns and budget planning, contracts and consumer protection. Students will also investigate finding a place to live and living on their own or with a roommate. Demonstrate Personal Financial Literacy and Discover Consumer Power are the standards for this course.



## FOREIGN LANGUAGE COURSES

**Students intending to begin the first credit of a foreign language should have at least a "C" in English or permission from the instructor or counselor.**

### **FRENCH I**

1 CREDIT

PREREQUISITE: None

This course is designed to introduce the student to the language and culture of the French-Speaking world. Students will study a mixture of grammar, vocabulary and cultures. Topics include simple greetings and conversations, time-telling, numbers and letters, sports and leisure activities, ordering food, purchasing items from stores, introductions, and describing people. The cultures of French speakers in various countries around the world are introduced over the course of the semester. Emphasis is placed on oral production as well as reading proficiency. Students will have numerous opportunities to practice both skills throughout the semester.

Students are expected to purchase workbooks which will help extend the classroom instructional time.

Grades are based on scores tests, quizzes, homework completions, and oral evaluations.

### **FRENCH II**

1 CREDIT

PREREQUISITE: French I

This course is designed as a continuation of French I, with greater detail about the language and culture of the French-speaking world. Students will study a mixture of grammar, vocabulary and cultures, with a greater emphasis on the grammar aspects of the language. Topics include greetings and conversations, uses for time-telling, monetary exchanges in stores and restaurants, names of shops and items one can purchase in each, reading train and bus schedules, and describing healthy diet and exercise plans. The cultures of French speakers in various countries around the world are presented over the course of the semester. Emphasis is placed on reading proficiency and listening skills. Students will have numerous opportunities to practice both skills throughout the semester.

Students are expected to purchase workbooks which will help extend the classroom instructional time.

Grades are based on scores on tests, quizzes, homework completions, translation projects, and oral evaluations.

**FRENCH III**

1 CREDIT

PREREQUISITE: French II

This is an accelerated course, which builds from a solid understanding of the basic language of French. Chapters present greater details about the language and cultures of the French-speaking world. Students will study, discuss and present a mixture of grammar, vocabulary and culture, with greater emphasis on oral and written production in all aspects of the language. Topics include getting and giving directions, conversations about clothing and styles, planning for the future, polite exchanges in homes, stores, and restaurants, reading menus, and expressing enthusiasm and disappointment. The cultures of French speakers in various countries around the world are studied in depth over the course of the semester. Emphasis is placed on all previously acquired skills, and writing production is introduced. Students will have numerous opportunities to practice all skills throughout the semester, and will give presentations in class. Additionally, students are expected to participate in a year's end dinner.

Students are expected to purchase workbooks which will help extend the classroom instructional time.

Grades are based on scores on tests, quizzes, homework completions, translations, presentation projects, and oral evaluations.

**FRENCH IV**

1 CREDIT

PREREQUISITE: French III

This is an accelerated continuation of French III. Students will read short novels, write essays, give presentations, and converse in French.

**Students intending to begin the first credit of a foreign language should have at least a "C" in English or permission from the instructor or counselor.**

**SPANISH I**

1 CREDIT

PREREQUISITE: None

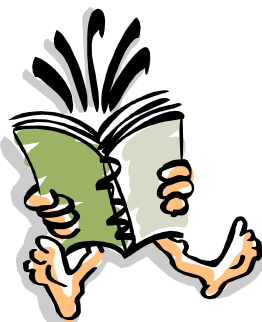
This is an introduction to the Spanish language with beginning emphasis on an aural-oral approach (hearing and speaking) and then moving into reading and writing. Basic grammar is learned in conversation and reinforced in notes and homework practice. Dialogues of everyday situations are used for practice and response. Included are many structures along with basic verb forms and tenses.

**SPANISH II**

1 CREDIT

PREREQUISITE: Spanish I

Spanish II is a continuation of Spanish I, using the same textbook series. Emphasis will continue in grammar, vocabulary building, speaking and listening. More reading and self-expressive writing will be introduced.



**SPANISH III**

1 CREDIT

PREREQUISITE: Spanish II

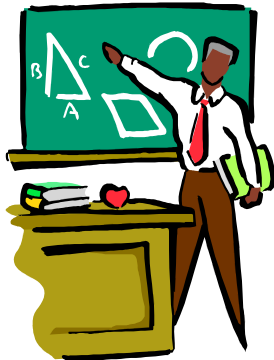
In Spanish III there is much more speaking. We use the language to simulate real-life situations, as well as creative skits that help reinforce culture, grammar, and vocabulary building. Special individual projects that require good dictionary and technological skills help students improve their reading comprehension and writing composition skills. The textbook series remains the same.

**SPANISH IV**

1 CREDIT

PREREQUISITE: Spanish III

Spanish IV reviews verb tenses and grammatical structures learned in Spanish II and Spanish III and applies them to writing and conversation. Spanish and Latin American literature is included. Whenever possible, exchange students from Spanish speaking countries are enrolled in the class to provide authentic language and cultural sharing.



## Teaching Foundations and Professions

**TEACHING FOUNDATIONS**

1 Credit

PREREQUISITE: 11, 12 or Instructor/Counselor Permission

Have you ever thought about becoming a teacher? If you have, this course is for you! Teaching Foundations is a course designed to give students an introduction to the field of education with particular emphasis on exploring education as a career. It provides students the opportunity to learn such subjects as careers in human services, teaching strategies, certification and licensure, professionalism, learning environment, technology in education, assessment, planning instruction, communication skills, history of education, classroom management, ethics, and child psychology. This course is a prerequisite to entrance into the three field based courses, Teaching Professions I, II, III.





## MATHEMATICS COURSES

### **ALGEBRA I**

1 CREDIT

PREREQUISITE: None

Algebra is the branch of mathematics that investigates the relationships of numbers using symbols (usually letters of the alphabet) to represent numbers. It is essentially a generalization of the process of calculation. This course will develop the students' understanding of the basic concepts of elementary algebra, and help them acquire the important manipulative algebraic skills. Some of the course topics include: solving graphing and writing linear equations and inequalities, exponents, polynomials, factoring, quadratic equations.

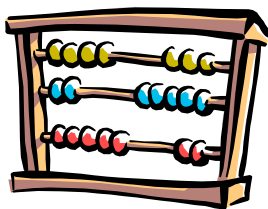
### **TECHNICAL GEOMETRY**

1 CREDIT

PREREQUISITE: Algebra I

**This course does not meet NCAA eligibility requirements.**

This course is designed for either the student who completes the full-year section of Algebra I or who completes Algebra I with difficulty. This course covers most of the objectives of a Geometry course, but in a hands-on, technical-based approach. The practicality of Geometry is emphasized more than the theory, with a more informal approach to geometric proof than a traditional Geometry course. This course is ideal for the student pursuing a Tech Prep area of study and will prepare the student for either the applied mathematics of a career technical program or for further study in mathematics.



### **GEOMETRY**

1 CREDIT

PREREQUISITE: Algebra I

Geometry is the branch of mathematics that is made up of the study of points, lines, and planes. It also includes finding lengths, areas, and volumes of geometric figures. Some of the topics of this course are: lines and angles on a plane and in space, congruent triangles, properties of triangles and quadrilaterals, constructions, similarity, right triangles and trigonometry.

**TRANSITION MATH** 1 CREDIT

PREREQUISITE: Algebra I and Geometry

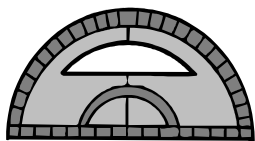
**This course does not meet NCAA eligibility requirements.**

This course is designed for juniors and seniors who have passed the Algebra I and Geometry math sequence, but require reinforcement of concepts before taking Algebra II. The course contains review topics from Algebra I as well as many topics of a conventional Algebra II course, including linear equations and functions, systems of equations, quadratic equations and inequalities, rational expressions, and fractional equations. Successful completion of this course should allow the student to progress to Algebra II or bypass one or two remedial college math courses. It is highly recommend that students have their own graphing calculator (TI 83 or TI 84).

**ALGEBRA II** 1 CREDIT

PREREQUISITE: Geometry

This course is an elaboration of Algebra I and introduction in higher level mathematics. Topics include linear systems, matrices, quadratic functions, an introduction to the complex number system, polynomial functions, exponential and logarithmic functions, and rational and radical functions. It is highly recommend that students have their own graphing calculator (TI 83 or TI 84).



**PROBABILITY AND STATISTICS** 1 CREDIT

PREREQUISITE: Algebra II

This course should be selected by anyone who enjoys studying mathematics. The first half of Probability and Statistics is devoted to the study of combinatorics and probability. Combinatorics is the mathematical term for the study of techniques that can be used to answer the question - "How many ways can this be done?" The second half of Probability and Statistics is split between descriptive statistics, or the collection and organization of data; and inferential statistics, which involves making decisions based on the data.

**ADVANCED MATH:** 1 CREDIT

PREREQUISITE: Algebra II; recommend a grade of "C" or better.

Advanced math is intended to be taken by all four year college bound students! The first half of advanced math will be a more in-depth look at Algebra II including the use of the graphing calculator as a checking aid. The second half of the course is Trigonometry. The class ends with a look at matrices. A TI-84 plus graphing calculator is recommended!

**PRE-CALCULUS:** 1 CREDIT

PREREQUISITE: Advanced Math; recommend a grade of "C" or better.

Pre-Calculus should be taken by any student planning on studying a math or science related field in college. Successful completion of this course should allow students to begin college at the Calculus level. The first half of pre-calculus will be a more in-depth look at advanced math including the use of the graphing calculator as a checking aid. The second half of the course covers topics such as vectors, trig form of a complex number, arithmetic and geometric sequences, binomial theorem, math induction, conic sections, and parametric and polar graphing. A TI-84 plus graphing calculator is recommended!

## **CALCULUS**

1 CREDIT

PREREQUISITE: Pre-Calculus

Calculus 1 is offered for high school students with high abilities and a strong interest in mathematics. In this course you will study the properties of limits. You will study the first branch of calculus called derivatives. Applications of each concept will be highly investigated.

## **CALCULUS 2**

1 CREDIT

PREREQUISITE: Calculus 1

Calculus 2 is offered for high school students with high abilities and strong interest in mathematics. This is a continuation of calculus 1. In this course you will study the second branch of calculus called integration. Application problems will be highly investigated.

# **MUSIC COURSES**

## **Men's Choir and Women's Choir**

**1/2 credit 1 semester**

As co-curricular classes, members of the Men's and Women's Choirs are expected to attend extra rehearsals and performances scheduled outside of the school day. The goal of both of these groups is to attain a level of musical understanding and to gain sufficient proficiency in singing, encouraging students to be active participants in musical activities throughout life. Vocal areas covered in both choirs include breathing, note reading, diction and listening skills. Theory, history and a wide variety of musical styles are studied. Membership in all choirs is by audition only.

## **Symphonic Choir**

**1 credit All year**

As co-curricular classes, members of the Symphonic Choir are expected to attend extra rehearsals and performances scheduled outside of the school day. The goal of Symphonic Choir is to attain the highest level of musical understanding and to gain sufficient proficiency in singing, encouraging students to be active participants in musical activities throughout life. Vocal areas covered in both choirs include breathing, note reading, diction and listening skills. Theory, history and a wide variety of musical styles are studied. Membership in all choirs is by audition only.



## **POP MUSIC**

1/2 CREDIT/9 WEEKS

PREREQUISITE: None

This is a survey course of "pop" music from its roots in 50's Rhythm and Blues to its destination in the 21<sup>st</sup> century. This course is for all students. Learn more about your favorite performers and their music such as Elvis Presley, The Beatles, The Rolling Stones, The Doors, Bruce Springsteen, and anyone else you can or will find in the Rock and Roll Hall of Fame.

## **MUSIC APPRECIATION**

1/2 CREDIT/9 WEEKS

PREREQUISITE: 10,11,12

Music appreciation will provide an opportunity for those interested in music, to gain a better understanding of the language of music scales, key signatures, notation, ear training and listening skills. History and literature of Western Art Music will also be explored. This is a suggested prerequisite for Music Theory.

## **MUSIC THEORY** ½ CREDIT/9 WEEKS

PREREQUISITE: concurrent enrollment in performance ensemble and/or permission of instructor. Completion of Music Appreciation is strongly recommended.

High School Music Theory will provide an opportunity for those students interested in continuing music instruction, as well as prospective college music majors. Students will gain an understanding of the language of music: scales, key signatures, notation, ear training and more advanced harmonization.

Objectives of the course will include student proficiency in writing scales, intervals, and triads. The course will also work to develop students' ability to describe and write in four-part harmony and identify musical phrases that have appropriate harmonic structure. The course will provide more advanced composition techniques, using non-harmonic tones, and advanced chord structures.

## **MUSIC THEATER**

### **1 credit; 1 semester**

The Music Theatre Survey class is designed to give students a deeper understanding in the world of musical theatre. Class discussions will consist of historical information, composer identification, and description of musicals found online and through additional research materials. "Hands on" sessions will invite professionals from around the area to meet with students, as they receive a better comprehension of each area of Musical Theatre. Field trips may be possible, depending on the time and place of the particular show.

## **Instrumental Performance Ensembles**

Instrumental music instruction is offered to all students who have elected to participate in the band program. Participants in the instrumental performance ensembles will be encouraged to develop their musical potential to the fullest and participate in numerous experiences leading to a greater appreciation of music. Ensemble members will develop and improve technical abilities with regard to their individual instrument, as well as ear training and sight-reading skills. Listening skills will be developed with regard to balance and intonation within the ensemble. These skills will be cultivated using quality band literature representing a variety of musical styles, musical periods and composers. (courses listed on following page)



**CONCERT BAND**      1 CREDIT      ALL YEAR

**PREREQUISITE:** 8th Grade Band or the equivalent through private instruction

As a co-curricular course, extra rehearsals and performances are held outside of the school day for members of the Concert Band. Marching Band, as part of the music education course of study, is taught as part of the curriculum for Concert Band. During marching season, members of the Concert Band combine with members of the Symphonic Band to form the Shelby Whippet Marching Band. Commitments outside the school day include, but may not be limited to, Thursday evening rehearsals, Friday night performances at all Shelby varsity football games, parades, other community functions, and any other performance as determined by the directors. All band members are required to attend Band Camp, which is scheduled prior to the start of the school year. Following marching season, commitments outside the school day include concerts, adjudicated events, and other community functions as determined by the directors.

**SYMPHONIC BAND**      1 CREDIT      ALL YEAR

**PREREQUISITE:** At least one year in Concert Band or equivalent proficiency. Symphonic Band members chosen by audition from grades 9, 10, 11, 12.

Course description for Symphonic Band is the same as for Concert Band above. Literature chosen and skills required are of a more advanced degree.

**JAZZ BAND**      1/4 CREDIT

**PREREQUISITE:** Must be a concurrent member of Symphonic or Concert Band. Members are chosen by audition. Exceptions may be made for students currently enrolled at PCTC who were formerly members of the Shelby Whippet Band program at the discretion of the directors.

Jazz Band rehearses outside of the school day at a mutually agreed upon time following marching season. Students will be exposed to a variety of musical styles in a "Big Band" setting. Students have an opportunity for improvisation experiences as well as an opportunity to improve their individual technique on their instrument. These objectives are met through performance of the literature in rehearsals and various performances throughout the year.



## “CAREER-BASED INTERVENTION” PROGRAM

The Career Based Intervention Program is designed for students with academic potential; however, many of these students may have failed or had difficulty in completing the required courses or proficiency tests. CBI is a one or two year vocational program designed for students age 16 and under.

### Requirements:

Any student interested in the Career Based Intervention Program (CBIP) must go through an application process. The application must be signed by a parent and approved by the guidance counselor, principal, and CBIP coordinator. The student must also **secure and maintain** a job during the school year. This job must be worked 10 hours per week. For CBI students, most jobs will be located within the school system. A work permit must be secured by the start of school. Home visits with parents and applicants are required prior to admittance to the program. A copy of the student’s social security card and birth certificate must be given to the coordinator.

### CBI Objectives:

1. Develop safety skills and safety awareness
2. Develop teamwork in the work place and community
3. Strive for personal development
4. Continue to work on academic intervention/enhancement
5. Provide a basis for economic education
6. Develop appropriate study skills
7. Continue career exploration
8. Develop an understanding of technology in the work place
9. Improve employability skills
10. Work on balancing work, family, and social values

Faithful attendance to school and on the work experience or job is mandatory.

Absences of more than 10 days per semester or 20 days per year shall cause the student to lose part or all of his/her CBIP credits.

CREDITS: 2 credits

\*\*Related - 1 credit

\*\*Lab - 1 credit



## SCIENCE COURSES

### **PHYSICAL SCIENCE (Formerly Integrated Science)** 1 CREDIT

PREREQUISITE: NONE

Physical Science begins with the exploration of basic tenets of science such as the scientific method, measurement, experimentation and the nature of scientific knowledge. The course then expands to concepts and fundamental understanding in the fields of physics, chemistry, and the earth and space sciences. Instructional approaches vary by topic, but include laboratory investigations and activities that develop problem solving skills.

### **BIOLOGY (Formerly Integrated Science II)** 1 CREDIT

Biology is a required course for all students. Course materials center around many concepts, including: the study of the metric system, scientific method and graphing; basic chemistry, including electron configuration and balancing equations; weather and climate; classification of plants and animals; water and its properties; a study of cells, their metabolism, and cellular reproduction; and a study of basic and advanced genetics. Class work is not centered on the memorization of facts, but rather on developing logical thought processes by problem solving. Class discussions, laboratory activities, and written and oral reports will aid in the learning process.

### **CHEMISTRY I** 1 CREDIT

PREREQUISITE: Biology and Algebra I

Chemistry I is a college preparatory course that relates the science of chemistry to activities in our daily lives. The course is designed for students who plan to go to college but are not planning to pursue a college major related to science. Formulas, equations, moles, stoichiometry, organic chemistry, and biochemistry are some of the concepts that will be covered. Chemistry I is structured so the students will have many opportunities to investigate chemical phenomenon in the laboratory.

**CHEMISTRY I - H**

1 CREDIT

PREREQUISITE: Biology and Algebra I

Chemistry I-H is a weighted course for students who plan on attending college and pursuing a major related to science. This course will cover formulas, equations, moles, stoichiometry, oxidation-reduction, equilibrium, organic and biochemistry. The class will move at a fast pace and involve a great deal of problem solving. Chemistry I-H will include many laboratory activities. (Depending on funding and other factors, it is possible that students may receive college credit for this course through NCSC.)

**ANATOMY & PHYSIOLOGY I**

1 CREDIT

PREREQUISITE: Chemistry I or

Chemistry I scheduled in the same year.

This weighted course is especially helpful for students interested in medical-related fields but is also beneficial for any college bound student. The course compares various anatomical parts of a cat to the human being and relates those anatomical parts to various physiological processes of organisms. Approximate course fee is \$20. (Depending on funding and other factors, it is possible that students may receive college credit for this course through NCSC.)

**ANATOMY & PHYSIOLOGY II**

1 CREDIT

PREREQUISITE: Anatomy&amp;PhysiologyI

This course is a continuation of Anatomy & Physiology I. This weighted course will begin where Anatomy & Physiology I ended. There will be further body systems explored and further dissections performed.

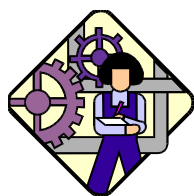
**ADVANCED BIOLOGY**

1 CREDIT

PREREQUISITE:

Chemistry I

Advanced Biology is a weighted course for students who plan on attending college and pursuing a major related to science. This course will cover botany, microbiology, zoology and biochemistry. The class will include a variety of laboratory activities and field trips. Advanced Biology will be taught in the fashion of an introductory college biology course.

**PHYSICS**

1 CREDIT

PREREQUISITE: Algebra II

Objectives of the course are to give the student a fairly thorough understanding of the basic concepts of physics. The student will become familiar with the concepts and terms used in the areas of mechanics, heat, sound, light, and electricity. These concepts will be useful in any further studies or in the student's personal life.

Along with this study an emphasis is made on the application of mathematics to the solution of problems, and the ability to use experimentation to verify theories and to form data based conclusions.



## SOCIAL STUDIES COURSES

### **SOCIAL STUDIES I**

1 CREDIT

PREREQUISITE: None

Social Studies I is an interdisciplinary one-credit course required for all ninth graders and is a requirement for graduation. Students will engage in learning activities and objectives correlated to the standards of the Ohio Graduation Test for grade nine.

The areas of focus will be on world history, geography, economics, and government from 1750 to the present day. As students study each historical event, they consider the geographic setting, cultural perspectives, economic implications, and role of the governments. Writing for understanding will be connected to the focus areas and the activities/objectives on which students will be assessed.

### **SOCIAL STUDIES II**

1 CREDIT

PREREQUISITE: Social Studies I

Social Studies II is a one-credit course required for all tenth graders and is a requirement for graduation. The primary goal of Social Studies II is to show students their relationship with the past. This course is the third in a series of three courses (U.S. and World Studies at grade 7, U.S. and World Studies at grade 8), and focuses on the period from 1877 to the present day. The student is introduced not only to the great events of the past in American History but also the movements, forces, and issues that shape their lives today. Students will realize connections between the United States and other parts of the world.

Through discussion, multi-media aids, and text materials, the student is taught to draw logical conclusions, practical applications and experience the democratic processes. This is done in an effort to make citizenship more meaningful and to help students to make intelligent decisions that will enable our country's history to continue.

### **WORLD HISTORY-H**

1 CREDIT

PREREQUISITE: 11, Social Studies II, Instructor Permission, Application Required

This course is a comprehensive survey of world history designed to prepare students for the demands of college level coursework. Particular emphasis will be placed on developing the skills necessary to arrive at conclusions on the basis of informed judgements, and to present reasons and evidence clearly and persuasively in essay format. Many resources will be utilized in the course to cover a variety of chronological eras in world history.

**INTRODUCTION TO LAW**

1/2 CREDIT/9 WEEKS

PREREQUISITE: 11,12

In a democracy such as ours, the citizens must know the rules of the game in order to be responsible participants. Many functions are served by an introductory course in Law. Introduction to Law takes an in-depth look at criminal and civil law, focusing on the rights, duties, and responsibilities of the citizen. The goal is to provide a practical, understanding of law and the legal system that will be of use to students in their everyday lives.

**SOCIOLOGY**

1/2 CREDIT/9 WEEKS

PREREQUISITE: 11,12

This is the systematic study of man and his group relationships, more commonly known as society. The student is made aware of the unity, the integration and the universality of these relationships.

The course lays the groundwork of basic concepts in the area of sociology, socialization, interaction, social institutions and then discusses some of the problems of modern society.

**PSYCHOLOGY**

1/2 CREDIT/9 WEEKS

PREREQUISITE: 11,12

This course provides an overview of the scientific study of human behavior. While sociology focuses on group behavior, psychology focuses on individual behavior. Major units of study include: 1)Biological basis for behavior 2)Sensation and perception 3)Learning and Memory 4)Motivation 5)Development 6)Sleep and consciousness 7)Personality and psychological disorders.

**AMERICAN GOVERNMENT/ECONOMICS**

1 CREDIT

PREREQUISITE: 12, Social Studies II

This course is designed to provide a comprehensive and up-to-date survey of the theory, mechanics, and problems of American democracy and the American economy. It attempts to provide the student with an analysis of the basic principles of our constitutional system, to give him/her a clear view of the development, organization, and functioning of this system; to make the student aware of his/her privileges and responsibilities as a citizen and future voter; and to survey a number of the more pressing problems, external as well as domestic, which confront America today.

The economics component of this course will explore both micro/macro economics and how they relate to our economy both domestically and in the foreign markets. There will be consideration given to personal economics with a study of mortgages, money markets, investments, and insurance. The goal will be to prepare students to enter the world with an in depth understanding of the domestic and global economy of the United States.

## **AMERICAN GOVERNMENT- H**

1 CREDIT

PREREQUISITE: Social Studies II, Instructor Permission, Application Required

Honors American Government will cover the following major content areas: constitutional underpinnings of democracy; political beliefs and behaviors of individuals; political parties and interest groups; mechanisms that facilitated the communication of interests and preferences by like-minded citizens; the Congress, the presidency, the bureaucracy, and the federal courts; institutions and policy processes; and civil liberties and civil rights.



## Technology Courses

### **INDUSTRIAL FOUNDATIONS/MANUFACTURING** 1 CREDIT

PREREQUISITE: None (Offered alternate years)

In Industrial Foundations/Manufacturing, Integrated Technology Concepts are taught by team-based master projects. Student teams are given two master projects a semester, one will be an Automated Can Crusher, the other is still to be determined. Then teams design and build a working prototype of each project. Project statements also instruct teams to research the technology sector itself including its nature, history, current events, and career opportunities to further enrich their learning from the project. Teams gain the knowledge and skills they need to accomplish the project by researching information from various information sources including the Internet.

### **INDUSTRIAL FOUNDATIONS/TRANSPORTATION** 1 CREDIT

PREREQUISITE: None (Offered alternate years)

In Industrial Foundations/Transportation, Integrated Technology Concepts are taught by team-based master projects. Student teams are given two master projects a semester, one will be a Hovercraft, the other is still to be determined. Then teams design and build a working prototype of each project. Project statements also instruct teams to research the technology sector itself including its nature, history, current events, and career opportunities to further enrich their learning from the project. Teams gain the knowledge and skills they need to accomplish the project by researching information from various information sources including the Internet.

# Pre-engineering Courses

## **Introduction to Engineering Design:** 1 CREDIT

PREREQUISITE: None

IED is a course that teaches problem-solving skills using a design development process. Models of product solutions are created, analyzed and communicated using sketching and solid modeling computer design (Inventor) software. The course is based on one third design development and two thirds hands on computer work. Students are furnished with Design Briefs and may work as individuals or in teams depending on the assigned projects. Students will research the engineering and technology sector, such as its nature, history, current events, and career opportunities to further enrich their learning from the project. Individuals/teams will gain the knowledge and skills they need to accomplish the project through course information and research. This course is designed for those students that may wish to pursue engineering in college.

## **Principles of Engineering:** 1 CREDIT

PREREQUISITE: IED

POE is a course that helps students understand the field of engineering/engineering technology. Exploring various technology systems and manufacturing processes help students learn how engineers and technicians use math, science and technology in an engineering problem solving process to benefit people. Students will use computers and build robotic equipment. Students are furnished with Design Briefs and may work as individuals or in teams depending on the assigned projects. Students will research the engineering and technology sector, such as its nature, history, current events, and career opportunities to further enrich their learning from the project. Individuals/teams will gain the knowledge and skills they need to accomplish the project through course information and research. This course is designed for those students that may wish to pursue engineering in college.

## **Digital Electronics:** 1 CREDIT

PREREQUISITE: IED

DE teaches applied logic through work with electronic circuitry . Students will use computer simulations to learn about the logic of electronics as they design, test and actually construct electronic circuits and devices.

## **Computer Integrated Manufacturing (CIM):** 1 CREDIT

PREREQUISITE: IED

Students take the three-dimension modeling software skills learned in Introduction to Engineering Design to a whole new level. Using a three-dimensional model, students use automation, control systems, sensing devices, computer programming and robotics to efficiently mass produce products. Trouble-shooting is emphasized throughout the course. Students will have an opportunity to compete in f1 racing in this course.

## **Engineering Design and Development:** 1 CREDIT

PREREQUISITE: IED and permission of instructor

EDD is a course that requires students to formulate and select an open-ended engineering problem. With a community mentor and skills gained in previous courses, student's research, design, solve and build solutions to their selected engineering problem. This is a hand's on course in addition to the research necessary to complete their selected engineering problem.