

Fremont High School
Course Selection Guide
2009-2010

Home of the
EAGLES

Fremont High School Mission Statement

Fremont High School and its community will provide an educational, supportive, and safe environment empowering students to learn, develop skills, be responsible and have a positive attitude necessary for life.

To Students and Parents:

Each year, Fremont students and parents must make extremely important choices about the courses they will take the following year. This Course Selection Guide has been prepared to familiarize students and parents with curricular opportunities at Fremont High School. Please carefully read the entire guide before completing the course request sheet that has been given to each student.

This Course Selection Guide will explain available courses, course sequences, graduation requirements, and other matters pertaining to curriculum. Each subject area section in this Course Selection Guide lists the appropriate grade level and prerequisite for each course. These must be followed when selecting courses.

A four-year course selection plan has also been distributed to your student. The purpose of this plan is to help parents and students review prior educational planning in light of present circumstances and future goals. The student's plan is the most important factor in course selection. However, it is vital that every student takes the most challenging curriculum possible.

From Fremont High School's perspective, each student's schedule is highly important. **The completed course request sheet must be turned in by the date specified on each sheet, as these requests determine staffing needs and courses taught for the next school year. Should a student fail to turn in a sheet, their schedule will be completed for them.**

The Academic Honors diploma and/or Core 40 diploma should be the goal for graduation for every Fremont High School student. The criteria for obtaining either of these diplomas, as well as a general diploma, can be found in this guide. However, a Core 40 or Academic Honors diploma will provide the best preparation for life after high school.

Please feel free to contact the Guidance Office (495-9876 ext. 210, hmillier@fcs.k12.in.us) at any time if you have questions or concerns regarding this process.

Mark Sherbondy
Principal

Holli Miller
School Counselor

Business and Technology Information Education

COMPUTER APPLICATIONS, 0540

Grade 9

1 Quarter- **Directed Elective, Flex Credit, Career Academic Sequence**

Computer Applications is a business course that provides instruction in software concepts using a Windows-based professional suite, which includes word processing, spreadsheet, database, graphics, and presentation applications. Instruction in basic computer hardware and operating systems that support software applications is provided. Additional concepts and applications dealing with software integration, Internet use, and information about future technology trends are included.

COMPUTER APPLICATIONS, ADVANCED, 0541

Grade 10

1 Quarter- **Directed Elective, Flex Credit, Career Academic Sequence**

Prerequisite: Computer Applications

Computer Applications, Advanced is a business course that integrates computer technology, decision-making, and problem-solving skills. Areas of instruction include advanced applications and integration of a professional software suite and the use of emerging technology.

BUSINESS FOUNDATIONS, 0511

Grades 9-10

1 Quarter- **Directed Elective, Flex Credit, Career Academic Sequence**

Business Foundations is the introductory course that provides the framework for pursuing additional business courses. This core course acquaints students with economics, entrepreneurship, management, marketing, law, risk management, banking, personal finance, and careers in business. The importance and application of business etiquette and ethics are included.

MARKETING, 0513

Grades 10-12

1 Quarter- **Directed Elective, Flex Credit, Career Academic Sequence**

Prerequisite: Business Foundations

Marketing is a business course that provides a basic introduction to the scope and importance of marketing in a global economy. Emphasis is placed on oral and written communications, mathematic applications, problem solving, and critical-thinking skills as they relate to advertising/promotion/selling, distribution, financing, marketing-information management, pricing, and product/service management.

ACCOUNTING I, 0570

Grades 10-12

2 Quarters- **Directed Elective, Flex Credit, Career Academic Sequence**

Prerequisite: Business Foundations

Accounting I is a business course that introduces the language of business using Generally Accepted Accounting Principles and procedures for proprietorships and corporations using double-entry accounting. Emphasis is placed on accounting principles as they relate to both manual and automated financial systems. This course involves understanding, analyzing, and recording business transactions and preparing, analyzing, and interpreting financial reports as a basis for decision making.

ACCOUNTING II, 0580

Grades 11-12

2 Quarters- **Directed Elective, Flex Credit, Career Academic Sequence**

Prerequisite: Accounting I

Accounting II is an advanced level business finance course that builds upon the Generally Accepted Accounting Principles and procedures learned in Accounting I. Emphasis is placed on managerial decisions made in corporate accounting, including in-depth analysis of financial statements. The importance of making ethical business decisions is emphasized. Projects, simulations, case studies, and business experiences are used to apply accounting principles and produce appropriate financial reports.

TECHNICAL/BUSINESS COMMUNICATION, 0591

Grades 11-12

1 Quarter- **Directed Elective, Flex Credit, Career Academic Sequence**

Prerequisite: Business Foundations

Technical/Business Communication is a business course that provides students with the communication and problem-solving skills to function effectively in the workplace. Areas of study include written/oral/visual communication, listening, informational reading, Internet research/analysis, and electronic communication. Concepts addressed will include adapting communication to the situation, purpose, and audience. Students produce documents related to employee handbooks, instructional manuals, employment communication, organizational communication, business reports, and social and professional situations using word processing, presentation, multimedia, and desktop publishing software.

ENTREPRENEURSHIP, 0526

Grades 11-12

1 Quarter- **Directed Elective, Flex Credit, Career Academic Sequence**

Prerequisite: Business Foundations

Entrepreneurship is a specialized business course designed to enable students to acquire the knowledge and develop the skills needed to effectively organize, develop, create, and manage their own business. Topics addressed include the assessment of entrepreneurial skills, the importance of business ethics, and the role of entrepreneurs in a free enterprise system. Students will develop a written business plan for a business of their choice.

BUSINESS AND PERSONAL LAW, 0525

Grades 11-12

1 Quarter- **Directed Elective, Flex Credit, Career Academic Sequence**

Prerequisite: Business Foundations

Business and Personal Law is a business course that provides an overview of the legal system. Topics covered include: Basics of the Law, Contract Law, Employment Law, Personal Law, and Property Law. Both criminal and civil trial procedures are presented.

PERSONAL FINANCE, 0535

Grades 10-12

1 Quarter- **Directed Elective, Flex Credit, Career Academic Sequence**

Prerequisite: Business Foundations

Personal Finance is a business course that focuses on personal financial planning. The content includes financial planning, income and asset protection, income and money management, and spending and credit management. Students will learn the financial concepts and principles that provide a basis for avoiding financial pitfalls. This course prepares students for the roles and responsibilities of consumers, producers, entrepreneurs, and citizens. These standards are aligned with the National Business Education Association, Jump\$tart Coalition for Personal Finance Literacy, and Indiana State University Networks Financial Institute standards and guidelines.

BUSINESS, COLLEGE PREP, 0595

Grade 12

1 Quarter- Directed Elective, Flex Credit, Career Academic Sequence

Business, College Prep is a senior-level business course for college-bound students. Students will learn the functions performed by business and the role of business in their personal and professional lives. Areas of study include business management, finance, business law, human resources, marketing, information management, business trends, entrepreneurship, and business career options.

BUSINESS TECHNOLOGY LAB I and II

Grades 11-12

4 Quarters-Directed Elective, Flex Credit, Career Academic Sequence

Prerequisites: Business Foundations, Computer Applications

Recommended Prerequisite: Computer Applications, Advanced

Business Technology Lab I is a career and technical education business course. The business technology curriculum provides instruction using current technology with an emphasis on the integration and application of communication, employability, industry certification, math, and language arts skills. Business Professionals of America is the co-curricular student organization associated with this course and integrates its programs and services into the business classroom. Through BPA, students will have the opportunity to participate/compete in business-related activities.

BUSINESS COOPERATIVE EXPERIENCES (Formerly I.C.E.)

(RELATED INSTRUCTION/ON-THE-JOB TRAINING)

Grades 11-12

4 Quarters-Directed Elective, Flex Credit, Career Academic Sequence

Prerequisite: Computer Applications

Business Cooperative Experiences is a career and technical education business course that provides opportunities for student to gain skills and knowledge through on-the-job training and related classroom instruction. Time allocations are a minimum of fifteen hours per week of work-based learning and approximately five hours per week of school-based instruction. Students participating in these structured experiences will follow class, school, State, and Federal guidelines. Students will be paid in accordance with all State and Federal laws pertaining to employment. Credit will be granted for both the related instruction and on-the-job training. Business Professionals of America is the co-curricular student organization associated with this course and integrates its programs and services into the business classroom.

Family and Consumer Sciences

INTERPERSONAL RELATIONSHIPS, 0741

Grades 9-12

1 Quarter- Directed Elective, Flex Credit, Career Academic Sequence

This course addresses the knowledge, skills, attitudes and behaviors all students need to participate in positive, caring, and respectful relationships in the family and with individuals at school, in the community, and in the workplace. Topics include components of healthy relationships; roles and responsibilities in relationships; functions and expectations of various relationships; ethics in relationships; factors that impact relationships; establishing and maintaining relationships; building self-esteem and self-image through healthy relationships; communication styles; techniques for effective communication; leadership and teamwork; individual and group goal setting and decision-making; preventing and managing stress and conflict; and addressing violence and abuse.

ORIENTATION TO LIFE AND CAREERS, 0740

Grades 9-12

1 Quarter- Directed Elective, Flex Credit, Career Academic Sequence

This course addresses essential knowledge, skills, and behaviors all students need to live successfully in today's world. Topics to be addressed include higher order thinking, communication, leadership, and management processes; exploration of personal aptitudes, interests, principles, and goals; life and career exploration and planning; examining multiple life roles and responsibilities; planning and building employability skills; transferring school skills to life and work; decision-making and organizational skills; and managing personal resources.

NUTRITION AND WELLNESS, 0743

Grades 9-12

1 Quarter- Directed Elective, Flex Credit, Career Academic Sequence

Nutrition and Wellness enables students to realize the components and life-long benefits of sound nutrition and wellness practices and empowers them to apply these principles in their everyday lives. Students will study the basic principles of food preparation including menu planning and meal management. It also covers areas such as food safety and sanitation, recipe principles, cooking methods, preparing fruits and vegetables, basics of baking, preparing dairy foods and eggs, microwave cookery, preparing grains and pasta, and salad preparation.

ADVANCED NUTRITION AND FOODS, 0749

Grades 10-12

1 Quarter- Directed Elective, Flex Credit, Career Academic Sequence

Prerequisite: Nutrition and Wellness

Advanced Nutrition and Foods is a sequential course that addresses more complex concepts in nutrition and food with an emphasis on the needs of the individual and families. Students will continue the study of food preparation, good nutrition, sanitation, meal management, and menu planning. Topics included are food preservation, preparing pies and pasta, yeast breads, soups, sauces, casseroles, meat, poultry, foods of the world, and foods of the United States. A special focus will be on international foods. Students will learn the basics of cake decorating and then decorate a cake using their acquired knowledge.

FASHION AND TEXTILES FOUNDATIONS, 0744

Grades 9-12

1 Quarter- Directed Elective, Flex Credit, Career Academic Sequence

Fashion and Textiles Foundations addresses knowledge and skills related to design, production, acquisition, and distribution in fashion and textiles arenas. Topics include exploration of textiles and fashion industries; elements of science and design in textiles and apparel; textiles principles and applications; social, psychological, cultural and environmental aspects of clothing and textiles selection. **Students will be responsible for the purchasing of their own materials.**

HOUSING AND INTERIOR DESIGN FOUNDATIONS, 0745

Grades 9-12

1 Quarter- Directed Elective, Flex Credit, Career Academic Sequence

Housing and Interior Design Foundations addresses selecting and planning living environments to meet the needs and wants of individuals and families throughout the family life cycle. Economic, social, cultural, technological, environmental, maintenance, and aesthetic factors are considered. Topics to be studied include: housing styles, locations, zones, restrictions, and ownership options; managing resources to provide shelter; contemporary housing issues; environmental and energy; elements and principles of design related to interiors, housing, and architecture; and creating functional, safe, and aesthetic spaces.

CHILD DEVELOPMENT AND PARENTING, 0747

Grades 9-12

1 Quarter- Directed Elective, Flex Credit, Career Academic Sequence

This course addresses the knowledge, skills, attitudes, and behaviors associated with supporting and promoting optimal growth and development of infants and children. Topics include consideration of the roles, responsibilities and challenges of parenthood; human sexuality; adolescent pregnancy; prenatal development; preparation for birth; and meeting the physical, social, emotional, intellectual, moral, and cultural growth and development of the child.

ADULT ROLES AND RESPONSIBILITIES, 0742

Grades 11-12

1 Quarter- Directed Elective, Flex Credit, Career Academic Sequence

The focus of this course is on becoming independent, contributing, and responsible participants in family, community, and career settings. Topics include living independently and family formation; analysis of personal standards, needs, aptitudes and goals; integration of family, community, and career responsibilities; consumer choices and decision-making related to nutrition and wellness, clothing, housing, and transportation; financial management; and community roles and responsibilities of families and individuals.

Fine Arts

INTRODUCTION TO TWO-DIMENSIONAL ART, 0641

Grades 9-12

1 Quarter- Directed Elective, Flex Credit, Career Academic Sequence

Students taking Introduction to Two-Dimensional Art engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Additionally, students: (1) create works of art, (2) reflect upon the outcomes of those experiences, (3) explore historical connections, (4) write about the process, (5) make presentations about their progress at regular intervals, (6) work individually and in groups, (7) find direct correlation to other disciplines, and (8) explore career options in visual art. Students also identify ways to utilize and support art museums, galleries, studios, and community resources.

INTRODUCTION TO THREE-DIMENSIONAL ART, 0651

Grades 9-12

1 Quarter- Directed Elective, Flex Credit, Career Academic Sequence

Prerequisite: Introduction to Two-Dimensional Art

Students taking Introduction to Three-Dimensional Art engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Within this context, students: (1) create works of art, (2) reflect upon the outcomes of those experiences, (3) explore historical connections, (4) write about the process, (5) make presentations about their progress at regular intervals, (6) work individually and in groups, (7) find a direct correlation to other disciplines, and (8) explore career options in visual art. Students also utilize art museums, galleries, studios, and community resources in their studies.

ADVANCED THREE-DIMENSIONAL ART, 0652

Grades 10-12

1 Quarter- Directed Elective, Flex Credit, Career Academic Sequence

Prerequisite: Introduction to Three-Dimensional Art

Students in Advanced Three-Dimensional Art build on the sequential learning experiences of Introduction to Three-Dimensional Art that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Specifically, students will search for meaning, significance, and direction in their own work by producing works of art in a variety of three-dimensional media. Students at this level produce works for their portfolios that demonstrate a sincere desire to explore a variety of ideas and problems. Within this context, students: (1) create works of art, (2) reflect upon the outcomes of those experiences, (3) explore historical connections, (4) write about the process, (5) make presentations about their progress at regular intervals, (6) work individually and in groups, (7) find a direct correlation to other disciplines, and (8) explore career options in visual art. Students also utilize art museums, galleries, studios, and community resources in their studies.

CERAMICS, 0686

Grades 10-12

1 Quarter- Directed Elective, Flex Credit, Career Academic Sequence

Prerequisite: Advanced Three-Dimensional Art

Students in Ceramics engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create works of art in clay utilizing the processes of hand building, molds, wheel throwing, slip and glaze techniques, and the firing processes. Additionally, students: (1) reflect upon the outcome of these experiences, (2) explore cultural and historical connections, (3) write about the process, (4) make presentations about their progress at regular intervals, (5) work individually and in groups, (6) find direct correlations to other disciplines, and (7) explore career options related to ceramics. Art museums, galleries, studios, and community resources are utilized.

SCULPTURE, 0685

Grades 10-12

1 Quarter- Directed Elective, Flex Credit, Career Academic Sequence

Prerequisite: Advanced Three-Dimensional Art

Students in Sculpture engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students also use organizational principles and functions to solve specific visual problems and develop skills in applying media, techniques, and processes with sufficiency to communicate intended meaning. Using materials such as plaster, clay, metal, paper, wax, and plastic, students create portfolio quality works. Students at this level produce works for their portfolios that demonstrate a sincere desire to explore a variety of ideas and problems. Students create realistic and abstract sculptures utilizing subtractive and additive processes of carving, modeling, construction, and assembling. In addition, students: (1) reflect upon the outcome of these experiences, (2) explore cultural and historical connections, (3) write about the process, (4) make presentations about their progress at regular intervals, (5) work individually and in groups, (6) find direct correlations to other disciplines, and (7) explore career options related to ceramics. Art museums, galleries, studios, and community resources are utilized.

DRAWING, 0670

Grades 10-12

1 Quarter- Directed Elective, Flex Credit, Career Academic Sequence

Prerequisite: Introduction to Two-Dimensional Art

Students in Drawing engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. In the area of art history, art criticism, aesthetics, and production, students search for meaning, significance, and direction in their work by choosing and evaluating subject matter, symbols, and ideas that communicate intended meaning in their artwork. In addition, students: (1) use organizational principles and functions to solve specific visual problems, (2) apply media, techniques, and processes with sufficient skill to communicate intended meaning, and (3) use a variety of media such as pencil, chalk, pastels, charcoal, and pen and ink. Students at this level produce works for their portfolios that demonstrate a sincere desire to explore a variety of ideas and problems. Students create drawings utilizing processes such as sketching, rendering, contour, gesture, and perspective drawing. Additionally, students: (1) reflect upon the outcome of these experiences, (2) explore cultural and historical connections, (3) write about the process, (4) make presentations about their progress at regular intervals, (5) work individually and in groups, (6) find direct correlations to other disciplines, and (7) explore career options related to ceramics. Art museums, galleries, studios, and community resources are utilized.

PAINTING, 0690

Grades 10-12

1 Quarter- Directed Elective, Flex Credit, Career Academic Sequence

Prerequisite: Introduction to Two-Dimensional Art

Students in Painting engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students search for meaning, significance, and direction in their work by choosing and evaluating subject matter, symbols, and ideas that communicate intended meaning in their artwork. In addition, students: (1) use organizational principles and functions to solve specific visual problems, (2) apply media, techniques, and processes with sufficient skill to communicate intended meaning, and (3) use a variety of materials such as mixed media, watercolor, oil, and acrylics as well as techniques such as stippling, gouache, wash, and impasto. Students at this level produce works for their portfolios that demonstrate a sincere desire to explore a variety of ideas and problems. Within this context, students: (1) create abstract and realistic paintings, (2) reflect upon the outcome of these experiences, (3) explore historical connections, (4) write about the process, (5) make presentations about their progress at regular intervals, (6) work individually and in groups, (7) find direct correlations to other disciplines, and (8) explore career options related to painting. Art museums, galleries, studios, and community resources are utilized.

PHOTOGRAPHY, 0661

Grades 10-12

1 Quarter- Directed Elective, Flex Credit, Career Academic Sequence

Prerequisite: Introduction to Two-Dimensional Art

Students in Media Arts I engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create photographs, films, and videos utilizing a variety of tools and dark room processes. Students will: (1) reflect upon the outcome of these experiences, (2) explore historical connections, (3) write about the process, (4) make presentations about their progress at regular intervals, (5) work individually and in groups, (6) find direct correlations to other disciplines, and (7) explore career options related to the media arts. Art museums, galleries, studios, and community resources are utilized. **Students are required to furnish a 35mm single lens reflex camera.** Some supplies will need to be furnished by the students. Students having questions concerning camera equipment and supplies should contact the instructor before pre-registering for the course.

PHOTOGRAPHY II

Grades 10-12

1 Quarter- Directed Elective, Flex Credit, Career Academic Sequence

Prerequisite: Photography I

Students in Media Arts II continue to engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create photographs, films, and videos utilizing a variety of tools and dark room processes. Students will: 1) reflect upon the outcome of these experiences, (2) explore historical connections, (3) write about the process, (4) make presentations about their progress at regular intervals, (5) work individually and in groups, (6) find direct correlations to other disciplines, and (7) explore career options related to the media arts. Art museums, galleries, studios, and community resources are utilized. **Students are required to furnish a 35mm single lens reflex camera.** Some supplies will need to be furnished by the students. Students having questions concerning camera equipment and supplies should contact the instructor before pre-registering for the course.

DIGITAL DESIGN, 0654

Grades 10-12

1 Quarter- Directed Elective, Flex Credit, Career Academic Sequence

Prerequisite: Introduction to Two-Dimensional Art

Students in Digital Design engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students will formulate evaluations of computer-generated imagery, and develop experience in desktop publishing, multimedia communication, computer animation, and Web page design. Students at this level produce works for their portfolios that demonstrate a sincere desire to explore a variety of ideas and problems. Students create computer graphics incorporating desktop publishing, multi-media, digitized imagery, computer animation, and Web page design. Additionally, students will: 1) reflect upon the outcome of these experiences, (2) explore historical connections, (3) write about the process, (4) make presentations about their progress at regular intervals, (5) work individually and in groups, (6) find direct correlations to other disciplines, and (7) explore career options related to the media arts. Art museums, galleries, studios, and community resources are utilized.

English/Language Arts

All students are required to take English 9, 10, and 11. During their senior year, students must take one writing course and one literature course. This will fulfill the state requirement of 8 language arts credits. Students must successfully complete a level of English before moving on to the next.

ENGLISH 9, 0010

2 Quarters-Flex Credit, Career Academic Sequence

English 9 consists of literature and composition components. Specifically, literature instruction focuses on opportunities to read and comprehend a broad variety of literature applying appropriate reading strategies to enhance reading skills and literary appreciation which includes the ability to: (1) identify and analyze the elements of story structure, (2) utilize literature and expository material related to the world of work and technical documents, (3) identify literature by genre, (4) identify the author's purpose and perspective, (5) recognize bias and propaganda, and (6) identify and analyze elements of drama. Students will also develop vocabulary through (1) decoding, (2) the use of Greek and Latin roots, (3) literary terms and the use of glossaries, (4) contextual clues, and (5) independent reading. Also, the course incorporates the Omni log Framework. Portfolios, seminars, alternative assessments, oral presentation, emergent benchmarking, and targeted reflective compositions are utilized.

ENGLISH 9, ADVANCED, 0019

2 Quarters- **Flex Credit, Career Academic Sequence**

Prerequisite: Recommendation of eighth-grade English teacher

This is a demanding and accelerated academic course designed for those students planning to eventually take Advanced Placement English and to attend college. Students entering this course must meet Broad-Based Planning Committee guidelines of high standardized test scores, teacher recommendations, and/or parent recommendation. Students study a variety of classic literary works. In addition, they write extensively and study the Greco-Roman roots of English vocabulary. Each student must complete an individual research project. The course incorporates the Omni log Framework. Portfolios, seminars, alternative assessment, oral presentation, emergent benchmarking, and targeted reflective compositions are utilized.

ENGLISH 10, 0020

2 Quarters- **Flex Credit, Career Academic Sequence**

Prerequisite: English 9

The literature portion of this course will focus on opportunities to respond critically, reflectively, and imaginatively to British literature, including major authors from the Puritan Era, Age of Reason, the Romantic Period, the Civil War Era, the Twenties, Modern Black Literature, the Forties, the Fifties, and Modern Drama, or World Literature including classic and contemporary works, and recognizes the relevance of this literature in today's world. The composition component provides students with the opportunity to write for various audiences and purposes. Students identify and employ various elements of good writing in well organized, descriptive, expository, and narrative writings. These elements include: (1) stating and supporting a point of view or opinion, (2) using transitions effectively to relate individual points and paragraphs to each other and to the main idea, (3) creating expository essays of persuasion and literary analysis, and (4) completing technical writing assignments. Students will continue the study of vocabulary through Greek and Latin stems. In addition, students will utilize portfolios.

ENGLISH 10, ADVANCED, 0029

2 Quarters- **Flex Credit, Career Academic Sequence**

Prerequisite: English 9, Advanced

Students entering this course must meet Broad-Based Planning Committee guidelines of high standardized test scores, teacher recommendations, and/or parent recommendation. Students will study selected literature as an introduction to major works of British literature. This course will emphasize analysis of theme and an understanding of genre and convention. In addition, students will write extensively using various modes of discourse and research writing situations. Students will use the basic modes of oral and written expression through the development of effective and narrative procedures, including focus and logical organization of ideas. Students will continue to study Greco-Roman roots of English vocabulary as well as the use of portfolios.

ENGLISH 11, 0030

2 Quarters- **Flex Credit, Career Academic Sequence**

Prerequisite: English 10

The literature component of this course will focus on selecting appropriate reading skills and strategies to: (1) distinguish elements in literature that make it a reflection of the social, economic, political thinking, or condition of the times; (2) analyze literature as it reflects divergent points of view; and (3) identify how contemporary writing reflects past tradition and movements. Students will also read works of British literature from the Anglo-Saxon period to the Modern Period; respond critically, reflectively, and imaginatively to American literature, including major authors from the Puritan Era, Age of Reason, the Romantic Period, the Civil War Era, the Twenties, Modern Black Literature, the Forties, the Fifties, and Modern Drama; and develop vocabulary through the use of (1) decoding, (2) Greek and Latin roots, (3) literary terms and the use of glossaries, (4) contextual clues, (5) recognizing analogies, and (6) independent reading. In addition, students will write one research paper and continue utilizing portfolios.

ENGLISH 11, ADVANCED, 0039

2 Quarters- **Flex Credit, Career Academic Sequence**

Prerequisite: English 10, Advanced

Students entering this course must meet Broad-Based Planning Committee guidelines of high standardized test scores, teacher recommendations and/or parents' recommendation. Students will study selected American Literature writings. Students will research eras and authors, and will write extensively about the relationship between each. MLA format will be used frequently in research projects. Vocabulary will include an advanced study of stems, both Greek and Latin, as well as literary vocabulary. Students taking this class will be prepared for Advanced Placement English in their senior year.

ENGLISH LITERATURE AND COMPOSITION, ADVANCED PLACEMENT, 0040

Grade 11

2 Quarters- **Flex Credit, Career Academic Sequence**

Prerequisite: English 10, Advanced

An AP English course in Literature and Composition engages students in the careful reading and critical analysis of imaginative literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. Students will consider a work's structure, style, and themes as well as such smaller-scale elements as the use of figurative language, imagery, symbolism, and tone. At the conclusion of the course, students will be strongly encouraged to take the nationwide AP exam for the opportunity to earn college credit.

ENGLISH 12

Grade 12

2 Quarters-**Flex Credit, Career Academic Sequence**

Prerequisite-English 11

English 12 is a study of language, literature, composition, and oral communication focusing on an exploration of point of view or perspective across a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance for Grade 12 in classic and contemporary literature balanced with nonfiction. Students write fictional narratives, short stories, responses to literature, reflective compositions, historical investigation reports, resumes and technical documents incorporating visual information in the form of pictures, graphs, and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

ENGLISH 12, ADVANCED

Grade 12

2 Quarters-**Flex Credit, Career Academic Sequence**

Prerequisite- English 11, Advanced

English 12 is a more rigorous study of language, literature, composition, and oral communication focusing on an exploration of point of view or perspective across a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance for Grade 12 in classic and contemporary literature balanced with nonfiction. Students write fictional narratives, short stories, responses to literature, reflective compositions, historical investigation reports, resumes and technical documents incorporating visual information in the form of pictures, graphs, and tables. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

ENGLISH LANGUAGE AND COMPOSITION, ADVANCED PLACEMENT, 0050

Grade 12

2 Quarters- **Flex Credit, Career Academic Sequence**

Prerequisite: English 11, Advanced

An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of periods, disciplines, and rhetorical contexts, and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing. At the conclusion of the course, students will be strongly encouraged to take the nationwide AP exam for the opportunity to earn college credit.

SPEECH, 0090

Grades 10

1 Quarter- **Flex Credit, Career Academic Sequence**

This required course provides the study of and practice in the basic principles and techniques of effective oral communication. This course includes instruction in adapting speech to different audiences and purposes. Students have opportunities to make different types of oral presentations including: (1) viewpoint, (2) instructional, (3) demonstration, (4) informative, (5) persuasive, and (6) impromptu. Students are given opportunities to express subject matter knowledge and content through creative, analytical, and expository writing, as well as reading a variety of literary genre relating to course content and speaking assignments. This course emphasizes research using technology and careful organization and preparation. Students also practice and develop critical listening skills.

DEVELOPMENTAL READING

Grades 9-12

1 Quarter

Developmental Reading is a supplemental course that provides students with individualized instruction designed to support success in completing language arts course work aligned with Indiana's Academic Standards for English/Language Arts in grades 9-12 and focusing on the Reading Standards. **This course may be taken for successive semesters. Students must have an Individualized Education Plan in place in order to enroll.**

Mathematics

The Mathematics curriculum is designed to meet the needs and skills of students and also challenge those students who exhibit high proficiency in the mathematics area.

Before pre-registering for high school courses, eighth-grade students will be recommended for one of three courses: Algebra, or Geometry/Algebra II. These recommendations will be based on past performance in math courses (grades and study habits), standardized test scores, and tentative post-high school plans. It is strongly advised that parents and/or students who wish to deviate from these recommendations first consult with the student's current math teacher and/or guidance counselor.

For students wishing to complete the five or six-year math curriculum, it will be necessary to double-up with two math courses during the same year. **It is strongly recommended that all students take a minimum of four years of math.**

MATHEMATICS LAB

Grade 9-10

2 Quarters-**Flex credit, Career Academic Sequence**

Mathematics Lab provides students with individualized instruction designed to support success in completing mathematics coursework aligned with Indiana's Academic Standards for Mathematics. This course should be taken during the same term as Algebra I.

PRE-ALGEBRA

Grade 9-10

2 Quarters

Pre-Algebra provides the mathematical background, skills, and thinking processes necessary for the successful completion of Algebra. Topics include: (1) number sense and computation, (2) algebra and functions, (3) geometry, (4) measurement, (5) data analysis, and (6) probability. The instructional program of this course addresses both the understanding and use of the concepts in appropriate problem-solving situations. **Students must have an Individualized Educational Plan in place in order to enroll in this course.**

ALGEBRA I, 0130

Grades 9-12

2 Quarters- **Flex Credit, Career Academic Sequence**

(Participation in Mathematics Lab is strongly recommended as an elective course for those students taking Algebra I.)

Algebra I provides a formal development of the algebraic skills and concepts necessary for students to succeed in advanced courses. In particular, the instructional program in this course provides for the use of algebraic skills in a wide range of problem-solving situations. The concept of function is emphasized throughout the course. Topics include: (1) operations with real numbers, (2) linear equations and inequalities, (3) relations and functions, (4) polynomials, (5) algebraic fractions, and (6) nonlinear equations.

GEOMETRY, 0150

Grades 9-12

2 Quarters- **Flex Credit, Career Academic Sequence**

Prerequisite: Algebra I

(An average grade of A/B or above in the previous math class is strongly recommended for entry into Geometry.)

Geometry students examine the properties of two- and three- dimensional objects. Proof and logic, as well as investigative strategies in drawing conclusions are stressed. Properties and relationships of geometric objects include the study of: (1) points, lines, angles, and planes; (2) polygons, with a special focus on quadrilaterals, triangles, and right triangles; (3) circles; and (4) polyhedra and other solids.

ALGEBRA II, 0140

Grades 9-12

2 Quarters- **Flex Credit, Career Academic Sequence**

Prerequisite: Algebra I

(An average grade of A/B in Algebra I is strongly recommended for entry in Algebra II.)

Algebra II is a course that extends the content of Algebra I and provides further development of the concept of a function. Topics include: (1) relations, functions, equations, and inequalities; (2) conic sections; (3) polynomials; (4) algebraic fractions; (5) logarithmic and exponential functions; (6) sequences and series; and (7) counting principles and probability.

PRE-CALCULUS/TRIGONOMETRY, 0164

Grades 10-12

2 Quarters- **Flex Credit, Career Academic Sequence**

Prerequisite: Algebra II and Geometry

Pre-Calculus focuses on the skills and concepts that must be mastered before enrollment in a college-level calculus course. Topics include the study of (1) relations and functions, (2) exponential and logarithmic functions, (3) sequences and series, and (4) data analysis. Trigonometry includes the study of (1) trigonometry in triangles, (2) trigonometric functions, (3) trigonometric identities and equations, and (4) polar coordinates and complex numbers.

DISCRETE MATHEMATICS, 0170

Grades 11-12

2 Quarters- **Flex Credit, Career Academic Sequence**

Prerequisite: Pre-Calculus/Trigonometry

Discrete Mathematics is an umbrella of mathematical topics. It is a course designed for students who will undertake higher-level mathematics in college that may not include calculus. Topics include: (1) counting techniques, (2) matrices, (3) recursion, (4) graph theory, (5) social choice, (6) linear programming, and (7) game theory.

CALCULUS AB, ADVANCED PLACEMENT, 0180/PROBABILITY AND STATISTICS, 0163

Grade 12

2 Quarters- **Flex Credit, Career Academic Sequence**

Prerequisite: Discrete Mathematics

This combined course is for the student who has completed all upper level mathematics courses with at least a final grade of "B" in each of these courses and upon recommendation of the upper level math instructor. The class will cover a study of functions, co-ordinate systems, lines, conics, limits, continuity, differentiation, and integration of algebraic functions and transcendental functions. Probability and Statistics includes the concepts and skills needed to apply statistical techniques in the decision-making process. Topics include: (1) descriptive statistics, (2) probability, and (3) statistical inference. Practical examples based on real experimental data are used throughout. Students plan and conduct experiments or surveys and analyze the resulting data. At the conclusion of the course, students will be strongly encouraged to take the nationwide AP exam for the opportunity to earn college credit.

Multidisciplinary

BASIC SKILLS DEVELOPMENT-LANGUAGE, 0015

Grade 9

1 Quarter- **Flex Credit, Career Academic Sequence**

Basic Skills Development-Language is a course which provides students continuing opportunities to develop basic skills including: (1) reading, (2) writing, (3) listening, (4) speaking, (5) note taking, and (6) study and organizational skills. Determination of skills to be emphasized in this course is based on the Indiana State proficiencies. **Freshmen who did not pass the English/Language Arts portion of the eighth grade ISTEP exam are required to take this course.**

MATHEMATICS LAB, 0129

Grades 9-12

2 Quarters- Flex Credit, Career Academic Sequence

Mathematics Lab provides students with individualized instruction designed to support success in completing mathematics coursework aligned with Indiana's Academic Standards for Mathematics. **This course does not meet mathematics credit requirements for graduation.**

DRIVER'S EDUCATION

Must be 15 years of age

Summer School only

Driver's Education is offered to students during the summer. For a student to be in this course, he/she must be fifteen years of age by the first classroom day. Students will be given a minimum of 30 hours of classroom instruction, 6 of which will be behind the wheel. Registration for this course will take place in April of each school year.

PEER TUTORING

Grades 10-12

1 Quarter-Career Academic Sequence, Flex Credit

Peer Tutoring provides high school students with an organized exploratory experience to assist students in kindergarten through grade twelve, through a helping relationship, with their studies and personal growth and development. The course provides opportunities for the students taking the course to develop a basic understanding of individual differences and to explore career options in related fields. Peer Tutoring experiences are preplanned by the teacher trainer and any cooperating teacher under whom the tutoring is to be provided. It must be conducted under the supervision of a licensed teacher. The course provides a balance of class work relating to the development and use of: (1) listening skills, (2) communication skills, (3) facilitation skills, (4) decision-making skills, and (5) teaching strategies.

Music

Students at the secondary level who are interested and are either vocally or instrumentally minded are invited and encouraged to enroll in Band and/or Choir. Each student will have the opportunity to become part of a performing organization that presents various concerts and public appearances throughout the school year. Students who excel in their area of music, either vocal or instrumental, will be recommended for participation in a special music area and state honor ensembles. Performance classes are useful throughout life. Once you have the musical knowledge, you can be involved in college music organizations, theatre, church activities, and community performances. Music is the "Universal Language."

BEGINNING CONCERT BAND, 0611-0612

Grades 9-12

4 Quarters- Directed Elective, Flex Credit, Career Academic Sequence

Students taking this course are provided with a balanced comprehensive study of music through the concert band, which develops skills in the psychomotor, cognitive, and affective domains. Instruction is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject area. Ensemble and solo activities are designed to develop elements of musicianship including, but not limited to: (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills, (5) listening skills, (6) analyzing music, and (7) studying historically significant styles of music. Students may be required to participate in dress rehearsals.

INSTRUMENT ENSEMBLE, 0613-0614

Grades 9-12

4 Quarters- Directed Elective, Flex Credit, Career Academic Sequence

Including Chamber and Jazz repertoire. This course is by audition only.

Students taking this course are provided with a balanced comprehensive study of chamber ensemble and solo literature, which develops skills in the psychomotor, cognitive and affective domains. Instruction is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music study into other areas. Student participation will develop elements of musicianship including: (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills, (5) listening skills, (6) analyzing music, and (7) studying historically significant styles of literature as pertaining to chamber ensemble and solo literature. Time outside of the school day may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals.

BEGINNING CHORUS, 0621-0622

Grades 9-12

4 Quarters- Directed Elective, Flex Credit, Career Academic Sequence

Students taking Beginning Chorus develop musicianship and specific performance skills through ensemble and solo singing. Chorus classes provide instruction in creating, performing, conducting, listening to, and analyzing, in addition to focusing on the specific subject matter. A limited amount of time, outside of the school day, may be scheduled for dress rehearsals and performances. Students must participate in performance opportunities, outside of the school day, that support and extend the learning in the classroom.

CHORAL CHAMBER ENSEMBLE, 0631-0632

Grades 9-12

4 Quarters- Directed Elective, Flex Credit, Career Academic Sequence

Student musicianship and specific performance skills in this course are enhanced through specialized small group instruction. Chamber ensemble classes provide instruction in creating, performing, listening to, and analyzing music in addition to focusing on specific subject matter. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. A limited number of public performances may serve as a culmination of daily rehearsal and music goals.

Health and Physical Education

PHYSICAL EDUCATION I, 0824

Grade 9

1 Quarter-Career Academic Sequence

Secondary Physical Education I continues the emphasis on health-related fitness and developing the skills and habits necessary for a lifetime of activity. This program includes skill development and the application of rules and strategies of complex difficulty in at least three of the following different movement forms: (1) health-related fitness activities, (2) aerobic exercise, (3) team sports, (4) individual and dual sports, (5) gymnastics, (6) outdoor pursuits, (7) self-defense, (8) aquatics, (9) dance, and (10) recreational games. Ongoing assessment includes both written and performance-based skill evaluations.

PHYSICAL EDUCATION II, 0825

Grade 9

1 Quarter- Career Academic Sequence

Secondary Physical Education II emphasizes a personal commitment to lifetime activity and fitness for enjoyment, challenge, self-expression, and social interaction. This course provides students with opportunities to achieve and maintain a health-enhancing level of physical fitness and to increase their knowledge of fitness concepts. It includes at least three different movement forms without repeating those offered in Secondary Physical Education I. Movement forms may include: 1) health-related fitness activities, (2) aerobic exercise, (3) team sports, (4) individual and dual sports, (5) gymnastics, (6) outdoor pursuits, (7) self-defense, (8) aquatics, (9) dance, and (10) recreational games. Ongoing assessment includes both written and performance-based skill evaluations.

ELECTIVE PHYSICAL EDUCATION, 0831

Grades 10-12

1 Quarter- Career Academic Sequence

Prerequisite: Secondary Physical Education I and II

Elective Physical Education promotes lifetime sport and recreation activities and provides an opportunity for an in-depth study in specific areas. A minimum of two of the following activities will be included: (1) health-related activities (cardio-respiratory endurance, muscular strength and endurance, flexibility and body composition), (2) team sports, (3) individual or dual sports, (4) aquatics, and (5) outdoor pursuits. It includes the study of physical development concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness. Students have the opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desired level of fitness. Ongoing assessment includes both written and performance-based skills. **Students may take this course up to six times, earning a maximum of six credits.**

HEALTH AND WELLNESS EDUCATION, 0811

Grade 9

1 Quarter- Career Academic Sequence

Health and Wellness provides the basis for continued methods of developing knowledge, concepts, skills, behaviors, and attitudes related to student health and well being. This course covers the following topics: (1) growth and development, (2) mental and emotional health, (3) community and environmental health, (4) nutrition, (5) family life education, (6) consumer health, (7) personal health, (8) alcohol, tobacco, and other drugs education, (9) intentional and unintentional injury, and (10) health promotion and disease prevention. This course assists students in understanding that health is a lifetime commitment by analyzing individual risk factors and health decisions that promote health and prevent disease.

Resource Room Program

The purpose of the resources room program is to help those that have difficulty learning, so that they may be more successful in their high school classes and with their future career plans.

To be enrolled in resources room classes requires individual testing followed by a case conference for placement. High school resource room classes include mildly mentally disabled and learning disabilities. Mildly mentally disabled students are those who are able to learn as their peer group but at a slower pace. Learning-disabled students are those students who display a discrepancy between their actual performance and their ability level.

Science

The science curriculum provides opportunities for all students to study science to meet their common needs and interests. Efforts are directed toward discovering able students and encouraging them to seek careers in science. Learning is conducted in classroom-laboratory situations that provide opportunities for individual and group instruction, investigation, and application of methods and principles of science to the investigation of problems of living.

BIOLOGY I, 0230

Grade 9

2 Quarters-Flex Credit, Career Academic Sequence

(This course is required by ALL INCOMING FRESHMEN.)

Biology I is a course based on regular laboratory and field investigations that include a study of the structures and functions of living organisms and their interactions with the environment. Students will explore the functions and processes of cells, tissues, organs, and systems within various species of living organisms and the roles and interdependencies of organisms within populations, communities, ecosystems, and the biosphere. Students work with the concepts, principles, and theories of the living environment. Students will be expected to: (1) gain an understanding of the history and development of biological knowledge, (2) explore the used of biology in various careers, and (3) investigate biological questions and problems related to personal needs and societal issues.

BIOLOGY I, ADVANCED, 0233

Grade 9

2 Quarters- Flex Credit, Career Academic Sequence

Prerequisite: Recommendation of eighth-grade science teacher

Incoming freshmen with a genuine interest in science may choose Biology I, Advanced rather than Biology I. This rigorous course covers all of the standards of Biology I, but explores the issues of Biology in greater detail and provides extensive laboratory experience.

EARTH AND SPACE SCIENCE I, 0225

Grades 9-12

2 Quarters- Flex Credit, Career Academic Sequence

Earth and Space Science I is a course focusing on the study of the earth's lithosphere, atmosphere, hydrosphere, and its celestial environment. Students will analyze and describe Earth's interconnected systems that may be changing or may be in equilibrium. Students examine energy at work in forming and modifying earth materials, landforms, and continents through geological time. Through laboratory and field investigations, students will understand the history and development of the earth and space sciences, explore the uses of knowledge of the earth and its environment in various careers, and investigate earth and space science problems.

INTEGRATED CHEMISTRY-PHYSICS, 0268

Grades 10-11

2 Quarters- Flex Credit, Career Academic Sequence

Integrated Chemistry-Physics is a laboratory-based course in which students explore fundamental chemistry and physics principles. Students examine, through the process of scientific inquiry, the structure and properties of matter, chemical reactions, forces, motion, and the interactions between energy and matter. Working in a laboratory environment, students investigate the basics of chemistry and physics in solving real-world problems that may have personal or social consequences beyond the classroom.

CHEMISTRY I, 0250

Grades 10-12

2 Quarters- **Flex Credit, Career Academic Sequence**

Prerequisite: Algebra I, Biology I

Chemistry I is a course based on regular laboratory investigations of matter, chemical reactions, and the role of energy in those reactions. Students will compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions. In addition, students enrolled in this course are expected to: (1) gain an understanding of the history of chemistry, (2) explore the uses of chemistry in various careers, (3) investigate chemical questions and problems related to personal needs and societal issues, and (4) learn and practice laboratory safety.

ANATOMY AND PHYSIOLOGY

Grades 11-12

2 Quarters- **Flex Credit, Career Academic Sequence**

Prerequisite: Biology, Chemistry I

Anatomy and Physiology is a course in which students investigate concepts related to the Health Sciences. Through instruction, including laboratory activities, students apply concepts associated with Human Anatomy and Physiology. Studies include the process of homeostasis and the essentials of human function at the level of genes, cells, tissues, and organ systems. Students will understand the structure, organization, and function of the various components of the healthy human body in order to apply this knowledge in all health-related fields.

CHEMISTRY II, 0260

Grades 11-12

2 Quarters- **Flex Credit, Career Academic Sequence**

Prerequisite: Chemistry I (Students taking Chemistry II should be taking or have already taken Physics I.)

Chemistry II is an extended laboratory, field, and literature investigations-based course. Students will examine the chemical reactions of matter in living and nonliving materials. Based on the unifying themes of chemistry and the application of physical and mathematical models of the interactions of matter, students use the method of scientific inquiry to answer chemical questions and solve problems concerning personal needs and community issues related to chemistry.

PHYSICS I, 0270

Grades 11-12

2 Quarters- **Flex Credit, Career Academic Sequence**

Prerequisite: Geometry, Algebra II, Chemistry

Physics I is a laboratory-based course in which students synthesize the fundamental concepts and principles related to matter and energy, including mechanics, wave motion, heat, light, electricity, magnetism, atomic and subatomic physics. Through regular laboratory study using such quantities as velocity, acceleration, force, energy, momentum, and charge, students (1) examine the nature and scope of physics, including its relationship to other sciences and its ability to describe phenomena using physical laws, (2) describe the history of physics and its role in the birth of technology, (3) explore the uses of its models, theories, and laws in various careers, and (4) investigate physics questions and problems related to personal needs and societal issues.

BIOLOGY, ADVANCED PLACEMENT/ADVANCED SCIENCE, SPECIAL TOPICS, 0243

Grades 11-12

4 Quarters- **Flex Credit, Career Academic Sequence**

Prerequisite: Chemistry I

The AP Biology course is designed to be the equivalent of a two-semester college introductory biology course usually taken by biology majors during their first year. The AP Biology course is designed to be taken by students after the successful completion of a first course in high school biology and one in high school chemistry as well. It aims to provide students with the conceptual framework, factual knowledge, and analytical skills necessary to deal critically with the rapidly changing science of biology. The course requires in-depth readings and in-depth laboratory activities. At the conclusion of this course, students will take the national AP exam and potentially earn college credit.

Social Studies

WORLD GEOGRAPHY

Grades 9-12

2 Quarters- **Flex Credit, Career Academic Sequence**

World Geography allows students to study the interaction of humans and their environments in a world setting. Students study global patterns of physical and cultural characteristics, including Earth/sun relationships, atmospheric and oceanic circulation, landforms, climate, vegetation, population, economic and political structures, culture, cultural diffusion, and international and interregional connections. Using maps, geographic representations and technology such as geographic information systems, students will examine spatial relationships, the interaction of physical and cultural characteristics of designated places, areas, or regions. Students are expected to apply knowledge of geographic concepts and uses of geography to inquiry, research, and participatory processes. Guiding course content are the themes of location, characteristic of place, human/environmental interaction, movement between places, and regions.

WORLD HISTORY AND CIVILIZATION

Grades 10-12

2 Quarters- **Flex Credit, Career Academic Sequence**

World History emphasizes events and developments in the past that greatly affected large numbers of people across broad areas and that significantly influenced people and places in subsequent eras. Key events related to people and places as well as trans-cultural interaction and exchanges are examined in this course. Students are expected to compare and contrast events and developments involving diverse peoples and civilizations in different regions of the world. They will examine examples of continuity and change, universality and particularity, and unity and diversity among various peoples and cultures from the past to the present. Students are also expected to practice skills and process of historical thinking and research and apply content knowledge to the practice of thinking and inquiry skills and processes. There will be continuous and pervasive interactions of processes and content, skills and substance, in the teaching and learning of history.

UNITED STATES HISTORY, 0330

Grade 11

2 Quarters- Flex Credit, Career Academic Sequence

Students in this course are expected to identify and review significant events, persons, and movements in the early development of the nation. The course gives major emphasis to the interaction of key events, persons, and groups with political, economic, social, and cultural influences on state and national development in the late nineteenth, twentieth, and early twenty-first centuries. Students are expected to develop skills and processes of historical thinking and inquiry that involve chronological thinking, comprehension, analysis, and interpretation. Investigation of themes and issues includes cultural pluralism and diversity of opinion in American society. Students should exercise their skills as citizens in a democratic society by engaging in problem-solving and civic decision-making in the classroom, school, and community setting.

UNITED STATES GOVERNMENT, 0341

Grade 12

1 Quarter- Flex Credit, Career Academic Sequence

United States Government provides a framework for understanding the purposes, principles, and practices of constitutional representative democracy in the United States of America. Responsible and effective participation by citizens is stressed. Students will understand the nature of citizenship, politics, and government when they understand their rights and responsibilities as citizens and be able to explain how those rights and responsibilities as citizens are part of local, state, and national government in the United States today. Students examine how the United States Constitution protects individual rights and provides the structures and functions for the various levels of government affecting their lives. Students will also analyze how the United States government interacts with other nations and evaluate the United States' role in world affairs.

PSYCHOLOGY, 0342

Grade 12

1 Quarter- Flex Credit, Career Academic Sequence

Psychology is the scientific study of mental processes and behavior. These areas include: Scientific Methods, Developmental, Cognitive, Personality, Assessment and Mental Health, Socio-cultural, and Biological Bases of Behavior. In the Scientific Methods area, research methods and ethical considerations are discussed. Developmental psychology takes a life span approach to physical, cognitive, language, emotional, social, and moral development. Cognitive aspects of psychology focuses on learning, memory, information processing, and language. Personality, Assessment and Mental Health topics include psychological disorders, treatment, personality, and assessment. Socio-cultural dimensions of behavior deal with topics such as conformity, obedience, perceptions, attitudes, and the influence of the group on the individual. The Biological Bases focuses on the way the brain and nervous system functions, including topics such as sensation, perception, motivation, and emotion.

ECONOMICS, 0343

Grade 12

1 Quarter- Flex Credit, Career Academic Sequence

This course analyzes the economic reasoning used as consumers, producers, savers, investors, workers, voters, and government agencies make decisions. Key elements of the course include a study of scarcity and economic reasoning, supply and demand, market structures, the role of government, national income determination, money and the role of financial institutions, economic stabilization, and trade. Students will examine the functions of government in a market economy and study market structures, including the organization and role of businesses. Further, they will develop an understanding of the role of economic performance, money, stabilization policies, and trade of the United States.

SOCIOLOGY, 0315

Grades 11-12

1 Quarter- Flex Credit, Career Academic Sequence

Sociology provides opportunities for students to study human social behavior from a group perspective. The sociological perspective is a distinct method of studying recurring patterns in people's attitudes and actions and how these patterns vary across time, among cultures, and in social groups. The influence of culture on group behavior is addressed through areas of content including social institutions such as the family, religion, education, economics, government, community organizations and political and social groups. Students will explore the impact of social groups and institutions on individual and group behavior. Further, students will analyze a range of social problems in today's world and examine the role of the individual as a member of the community.

PSYCHOLOGY, ADVANCED PLACEMENT, 0370

Grades 11-12

1 Quarter- Flex Credit, Career Academic Sequence

Prerequisite: Psychology or permission of instructor

Psychology, Advanced Placement is a course that provides students with the content established by the College Board. Topics include: (1) history and approaches, (2) research methods, (3) biological bases of behavior, (4) sensation and perception, (5) states of consciousness, (6) learning, (7) cognition, (8) motivation and emotion, (9) developmental psychology, (10) personality, (11) testing and individual differences, (12) abnormal psychology, (13) treatment of psychological disorders, and (14) social psychology.

MACROECONOMICS, ADVANCED PLACEMENT, 0344

Grade 12

1 Quarter- Flex Credit, Career Academic Sequence

Prerequisite: Economics or permission of instructor

The purpose of an AP course in macroeconomics is to give students a thorough understanding of the principles of economics that apply to an economic system as a whole. Such a course places emphasis on the study of national income and price-level determination, and also develops students' familiarity with economic performance measures, the financial sector, stabilization policies, economic growth, and international economics. At the conclusion of the course, students will be strongly encouraged to take the nationwide AP exam for the opportunity to earn college credit.

Engineering and Technology Education

DESIGN PROCESSES I, 0751

Grades 9-12

1 Quarter-Directed Elective, Flex Credit, Career Academic Sequence

Design Processes is a specialized course that explores technological processes and employs creative problem solving in developing, engineering, testing, and communicating designs for products, structures, and systems. Students will participate in design activities using critical thinking skills that require them to: identify problems; generate alternative solutions; select and refine the most plausible solution; develop specifications for the solution; model and test the solution; and present the final solution for approval. Students will be responsible for the purchasing of their own materials.

DESIGN PROCESSES II, 0753

Grades 9-12

1 Quarter- **Directed Elective, Flex Credit, Career Academic Sequence**

This course will equip students with a basic understanding of architectural techniques and practices. Students will design foundations (block and poured), wall framing, roofs, trusses, site plan, and develop their own home prints. Students will learn to use the Auto-CAD system to do these and how to develop toolbars for their own floor plan. Students will be responsible for the purchasing of their own materials.

COMPUTERS IN DESIGN AND PRODUCTION SYSTEMS, 0752

Grades 9-12

1 Quarter- **Directed Elective, Flex Credit, Career Academic Sequence**

Prerequisite: Design Processes I (A grade of C or better in Design Processes I is strongly recommended before entry into this course.)

This course focuses on using computer systems in production drawings and related documentation for products and structures and in controlling automated production systems. The emphasis is placed on using modern computer applications rather than on developing job skills. Course content will address themes such as: design documentation using CAD systems; assignments involving the interface of CAD, CAM, and CIM technologies; computer simulation of products and systems; animation and related multimedia applications; control technologies; and automation in the modern workplace. Students will be responsible for the purchasing of their own materials.

CONSTRUCTION SYSTEMS, 0757

Grades 9-12

1 Quarter- **Directed Elective, Flex Credit, Career Academic Sequence**

Construction technology involves using resources efficiently to produce a structure on a site. Construction projects include building and heavy engineering projects. In this course, students will explore the application of tools, materials, and energy in designing, producing, using, and assessing constructed works. Classroom activities introduce students to techniques used in applying technology to the production of residential, commercial, and industrial buildings in addition to a variety of civil structures. Opportunities are provided for students to learn how ideas are converted into projects and how projects are managed during construction.

Students will be responsible for the purchase of their own materials.

MANUFACTURING SYSTEMS, 0754

Grades 9-12

1 Quarter- **Directed Elective, Flex Credit, Career Academic Sequence**

This course provides students with an introduction to manufacturing technology and its relationship to society, individuals, and the environment. An understanding of manufacturing provides a base for technological literacy and competence. This understanding is developed through the study of the two major technologies, material processing and management technology, used by all manufacturing enterprises. Activities will allow students to study techniques used in identifying and obtaining resources in addition to developing an understanding of the primary and secondary processes used to convert raw materials into finished products. Students will be responsible for the purchasing of their own materials.

TRANSPORTATION SYSTEMS, 0755

Grades 9-12

1 Quarter- **Directed Elective, Flex Credit, Career Academic Sequence**

In this course, students will explore systems and techniques used to apply technology to move people and cargo in vehicles, and by other means, on land and in water, air, and space. Activities will allow students to understand a variety of transportation systems and investigate the processes and energy resources used to move people and products from one location to another. Students will be responsible for the purchasing of their own material.

CONSTRUCTION PROCESSES, 0770

Grades 10-12

2 Quarters- **Directed Elective, Flex Credit, Career Academic Sequence**

Prerequisite: Construction Systems

This course is designed to help students understand how technology is used to produce our constructed environment, including residential, commercial, institutional, and industrial buildings in addition to special purpose facilities built for displays, sports contests, and transportation terminals. Students will study construction topics such as preparing the site, doing earthwork, setting footings and foundations, building the superstructure, enclosing the structure, installing systems, finishing the structure, and completing the site. Students will also investigate buying and maintaining a structure. Students will be responsible for the purchasing of their own materials.

MANUFACTURING PROCESSES, WOODS, 0760

Grades 9-12

1 Quarter- **Directed Elective, Flex Credit, Career Academic Sequence**

Prerequisite: Manufacturing Systems

This course will give students a hands-on connection with the field of wood manufacturing. Area activities will include: designing, estimating cost, constructing, and finishing a variety of required projects with a partner, introducing, demonstrating, and manipulation on a variety of hand and power tools; manufacturing a personally designed wood project; and researching and reporting on a manufactured product. Students will be responsible for the purchasing of their materials.

MANUFACTURING PROCESSES, METALS, 0780

Grades 9-12

1 Quarter- **Directed Elective, Flex Credit, Career Academic Sequence**

Prerequisite: Manufacturing Systems

This course will give students a hands-on connection with the field of metal manufacturing. Area activities will include: manipulating and maintaining metal working tools; producing metal projects; welding (gas, mig, DC); brazing, foundry and casting; lathe turning; milling and personal manufactured items. Students will be responsible for the purchasing of their own materials.

Vocational-Technical Education

Vocational-technical education is a privilege for students at Fremont High School who display adequate attendance and a satisfactory academic record. Through technical training, students can attain the necessary skills for employment and/or prepare for further education at a trade school, community college, or four-year university.

All vocational programs are block time programs and the students must be able to budget his /her time to be in one of these programs. Programs are either two or three hours long. **Most of the programs are a FULL YEAR IN LENGTH and students accepted into the program must agree he/she will remain in the program for its entirety.** Students in vocational programs are not allowed to have a study hall unless their program demands one for travel purposes. They also may not be staff assistants.

All vocational programs require an application. **ALL APPLICATIONS MUST BE TURNED IN ON TIME FOR A STUDENT TO BE CONSIDERED FOR THAT VOCATIONAL PROGRAM.** Students who are juniors and seniors in good-standing may apply for several vocational programs offered at Fremont High School, Four County Area Vocational Center (Kendallville), or Branch Area Career Center (Coldwater). Students are responsible for providing their own transportation and must complete a release of liability form before the first day of attendance.

VOCATIONAL PROGRAMS OFFERED AT FREMONT HIGH SCHOOL:

BUILDING TRADES TECHNOLOGY, 0711-0712

Grades 11-12

4 Quarters- **Directed Elective, Flex Credit, Career Academic Sequence**

Prerequisite: Construction Processes

Building Trades Technology includes classroom and laboratory experiences concerned with the erection, installation, maintenance, and repair of buildings, homes, and other structures using assorted materials such as metal, wood, stone, brick, glass, concrete, or composition substances.

Instruction covers a variety of activities such as cost estimating; cutting, fitting, fastening, and finishing various materials; the uses of a variety of hand and power tools; and blueprint reading and following technical specifications. Knowledge concerning the physical properties of materials should also be emphasized. Instruction in plastering, masonry, tile setting, dry wall installation, plumbing, residential wiring and roofing should be covered in the course of study. Additional areas of instruction can include operation and maintenance of heavy equipment used in the construction industry and processes used for digging, grading, clearing, and excavating. Students will develop accurate and precise measuring skills and an advanced understanding of volume and area calculations as well as the advanced mathematical skills required for construction of rafters, stair stringers, and complex angles. Estimation skills will be strengthened through activities such as ordering of materials and planning construction jobs. Scientific principles will be reinforced through weight load exercises, span length determinations, and the study of relative strength. Reading skills as well as oral and written communication skills will also be emphasized to ensure students' abilities to accurately interpret instructions and provide information to customers and colleagues. **PROSPECTIVE STUDENTS WILL BE INTERVIEWED BEFORE BEING ACCEPTED INTO THE PROGRAM.**

AUTOMOTIVE SERVICES TECHNOLOGY, 0701-0702

Grades 11-12

4 Quarters- **Directed Elective, Flex Credit, Career Academic Sequence**

PROSPECTIVE STUDENTS WILL BE INTERVIEWED BEFORE BEING ALLOWED INTO THE PROGRAM. PREFERENCE WILL BE GIVEN TO THOSE STUDENTS WHO HAVE PASSED REQUIRED COURSES.

Automotive Services Technology includes classroom and laboratory experiences that incorporate training in service and repair work on all types of automotive vehicles. Included in the course is training in the use of service/repair information and a variety of hand and power tools. Instruction and practice provides opportunities for students to diagnose malfunctions, disassemble units, perform parts inspections, and repair and replace parts. Course content should address NATEF/ASE standards leading to certification in one or more of the following areas: steering and suspension; brakes; engine performance; manual transmissions and differential; automatic transmissions; electrical systems, air conditioning; and, engine repair. Mathematical skills will be reinforced through precision measuring activities and cost estimation/calculation activities. Scientific principles taught and reinforced in this course include the study of viscosity, friction, thermal expansion, and compound solids. Written and oral skills will also be emphasized to help students communicate with customers, colleagues, and supervisors.

HEALTH CAREERS, 0730-0731

Grade 12

4 Quarters- Directed Elective, Flex Credit, Career Academic Sequence

Students attend class 8-11:30 five days per week for the first seven weeks and study the following topics: Community Health and Facilities, Legal and Ethical Issues, Role of the Nurse's Aide (bathing, feeding, ADDLE assisting), Anatomy and Physiology, First Aide, Infection Control, and Care of the Elderly. The students all master taking vital signs.

For the next 31 weeks, the students' activities in the class are reduced to four hours a week and rotations begin for eleven hours per week through the following locations: Long Term Care Facility, Veterinary Hospital, Dental office, Sheltered Workshop, and our Community Hospital. While on hospital rotations, they shadow and participate in over 350 hours of clinical experience. Pharmacy, radiology, labor and delivery, laboratory services, medical-surgical unit, home health, physical therapy, cardiac rehabilitation, emergency room, respiratory therapy, and the EMS are more of the clinical rotations where students learn first-hand about the many careers pertinent to each area. Staff nurses and department heads are involved weekly with student evaluations of their performance. Through these evaluations, the students learn quickly how to be a successful employee according to real work site expectations.

Also stressed in the program is college preparation, organizational skills, study skills, and what kind of education each health-related career demands.

World Languages

World language courses offer a look at cultures other than our own. Our world language program provides a study of foods, customs, life-styles, clothing, and language of Spanish people. It is our belief that learning about other people is an important step in understanding ourselves and the world in which we live.

Many colleges require a world language for admission and some colleges will waiver college world language requirements if a student has completed two or three years of high school world language. College-bound students are strongly urged to take a world language.

IT IS STRONGLY RECOMMENDED THAT BEGINNING SPANISH STUDENTS HAVE A GOOD COMMAND OF ENGLISH GRAMMAR SKILLS BEFORE ENTERING THESE COURSES. STUDENTS SHOULD NOT ATTEMPT THE NEXT LEVEL OF LANGUAGE WITHOUT A GRADE OF "C" OR BETTER IN THE PREVIOUS COURSE.

SPANISH, LEVEL I, 0450

Grades 9-12

2 Quarters- Directed Elective, Flex Credit, Career Academic Sequence

Level I Spanish provides instruction that will enable students to discuss the many reasons for learning languages and to develop an understanding of the people who speak them. Students are able to apply effective strategies for language learning and show a willingness to experience various aspects of the culture. Students will have the opportunity to respond to and give oral directions and to make routine requests in the classroom and in public places, understand and use appropriate forms of address, ask and answer simple questions, read isolated words and phrases in a situational context, comprehend brief written directions and information, read short narrative texts on simple topics, and write familiar words and phrases in appropriate contexts and respond in writing to various stimuli. Students will also learn about nonverbal communication, cultural current events, major holidays and geographical features, greeting and leave-taking behaviors, courtesy behaviors, and social etiquette.

SPANISH, LEVEL II, 0460

Grades 10-12

2 Quarters- **Directed Elective, Flex Credit, Career Academic Sequence**

Prerequisite: Spanish I

Level II Spanish enables students to participate in classroom and extracurricular activities related to Spanish, as well as to participate in conversations dealing with daily activities and personal interests. Students will become able to ask questions regarding routine activities, participate in conversations, relate simple narratives, interact in a variety of situations to meet personal needs, understand main ideas and facts from simple topics, read aloud with appropriate intonation and pronunciation, and write briefly in response to various situations.

SPANISH, LEVEL III, 0470

Grades 11-12

2 Quarters- **Directed Elective, Flex Credit, Career Academic Sequence**

Prerequisite: Spanish II

Level III Spanish provides instruction that will enable students to understand and appreciate other cultures by comparing social behaviors and values of people using the language. Students are willing initiate and participate in discussions concerning these cultures. In addition, students are able to respond to factual and interpretive questions and interact in a variety of social situations, read for comprehension from a variety of authentic materials, read short literary selections, complete authentic forms and documents, and write paraphrases, summaries, and brief compositions.

ADDITIONAL OPPORTUNITIES FOR STUDENTS:

- Trine University Middle College offers an opportunity for students to enroll in and participate in college courses at Trine University. Once Trine releases its offerings for the upcoming semester, upperclassmen who have passed ISTEP and completed Trine's registration may select from a listing of courses available in the Guidance Office. Students are responsible for the cost of a reduced tuition rate, which is paid directly to Trine University. **Before enrolling in a class at Trine University, the student must have exhausted all available course offerings in the same area at Fremont High School. Fremont High School will receive a letter grade and grade point average from Trine at the end of the course. The grade point average will be converted to a letter grade on the Fremont High School grading scale. The highest letter grade reached from these two sources will be used on your high school transcript.**

VOCATIONAL PROGRAMS

The following programs are available to Juniors and Seniors in strong academic standing. A student must have reliable transportation in order to be eligible for an off-site program. **Slots for all programs are limited, and preference will be given to those students who return applications on time, have a strong attendance record, display a good attitude, and have sufficient credits to be on track for graduation.** Students who enroll in a vocational program will be expected to complete the duration of the program. All programs are two-block courses.

THE FOLLOWING PROGRAMS WILL BE OFFERED AT VARIOUS SITES IN KENDALLVILLE:

C.A.D. Drafting- This program may be taken for one or two years. Students who complete two years will earn 18 dual credit hours at IVY Tech.

Cosmetology- Cosmetology must be taken for two years. Students who successfully complete the required hours will earn 12 dual credits at IVY Tech, as well as be prepared to take the State test to obtain a cosmetology license.

Direct Health Care- This one semester course will result in students earning a state C.N.A. license.

Industrial Maintenance Technology- Students will study hydraulics, electrical systems, pneumatics, and various mechanical processes. The course may be taken for one or two years, with the possibility of earning 9 dual credit hours at IVY Tech.

Machine Trades- Students may earn 9 dual credit hours. The program may be taken for one or two years, and will focus on metal machining, the use of precision instruments, and machining applications.

Welding- Welding is offered for one or two years, with 15 dual credit hours at IVY Tech resulting. Students will utilize the American Welding Society curriculum and achieve AWS, Level I certification.

Criminal Justice- This one semester course provides an introduction to careers such as police officer, FBI agent, attorney, paralegal, probation officer, and others. Students will earn 6 dual credits through Tri-State University.

THE FOLLOWING PROGRAM IS BASED IN HAMILTON:

Marine Mechanics- This program may be taken for one or two years and is the only secondary program in the US which offers Marine Industry Certification.

*FREMONT STUDENTS ALSO HAVE THE OPPORTUNITY TO ATTEND THE BRANCH AREA CAREER CENTER IN COLDWATER, MICHIGAN. THE CAREER CENTER OFFERS THE FOLLOWING PROGRAMS:

- Auto/Diesel Technology
- Building Trades
- Business Management and Marketing
- Business Services Technology
- Computer Aided Design
- Collision Repair
- Early Education
- Electronics/Electrical Technology
- Medical Technologies
- Precision Machining
- Tourism and Food Technologies
- Welding Engineering Technology