# MANCHESTER JUNIOR-SENIOR HIGH SCHOOL COURSE DESCRIPTION GUIDE 2018-19

Education services, programs, instructions and facilities will not be denied to anyone within Manchester Community Schools regardless of race, creed, disability or handicapping condition (including limited English proficiency), religion, gender, sexual orientation, ancestry, age, national origin, social or economic background, or place of residence within the boundaries of the Corporation.

For further information, clarification, or complaint, please contact:

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# MANCHESTER JR-SR HIGH SCHOOL

## MISSION STATEMENT

Manchester Junior-Senior High School provides all students with learning experiences that will enable them to become intelligent, contributing members of our world community.

This course description booklet contains a list of course offerings for the coming year. It has information about credits, when courses are offered; recommended course levels, brief descriptions of courses, special course requirements, and a page for a four-year plan of study.

Parents are encouraged to work with their students by encouraging course selection based upon the student's educational and career plans. The student's interests, abilities, academic strengths, weaknesses and goals should be carefully considered when selecting a program of study.

MJSHS counselors will be meeting with students throughout the year to aid in completing their educational plans. Parents and students are encouraged to work closely with the counselors in selecting the most appropriate educational program available for the student.

INDIANA

# CORE 40

Effective beginning with students who enter high school in 2012-13 school year (class of 2016).

| Course and Credit Requirements | |
|---|---|
| **English/ Language Arts** | **8 credits** |
| | Including a balance of literature, composition and speech. |
| **Mathematics** | **6 credits (in grades 9-12)** |
| | 2 credits: Algebra I<br>2 credits: Geometry<br>2 credits: Algebra II<br>*Or complete Integrated Math I, II, and III for 6 credits.*<br>*Students must take a math course or quantitative reasoning course each year in high school* |
| **Science** | **6 credits** |
| | 2 credits: Biology I<br>2 credits: Chemistry I or Physics I or Integrated Chemistry-Physics<br>2 credits: any Core 40 science course |
| **Social Studies** | **6 credits** |
| | 2 credits: U.S. History<br>1 credit: U.S. Government<br>1 credit: Economics<br>2 credits: World History/Civilization or Geography/History of the World |
| **Directed Electives** | **5 credits** |
| | World Languages<br>Fine Arts<br>Career and Technical Education |
| **Physical Education** | **2 credits** |
| **Health and Wellness** | **1 credit** |
| **Electives*** | **6 credits**<br>(College and Career Pathway courses recommended) |
| **40 Total State Credits Required** | |

Schools may have additional local graduation requirements that apply to all students

* Specifies the number of electives required by the state. High school schedules provide time for many more electives during the high school years. All students are strongly encouraged to complete a College and Career Pathway (selecting electives in a deliberate manner) to take full advantage of career and college exploration and preparation opportunities.

**Scores updated September 2017

## CORE 40 with Academic Honors *(minimum 47 credits)*

For the **Core 40 with Academic Honors** diploma, students must:

- Complete all requirements for Core 40.
- Earn 2 additional Core 40 math credits.
- Earn 6-8 Core 40 world language credits (6 credits in one language or 4 credits each in two languages).
- Earn 2 Core 40 fine arts credits.
- Earn a grade of a "C" or better in courses that will count toward the diploma.
- Have a grade point average of a "B" or better.
- Complete one of the following:
  - A. Earn 4 credits in 2 or more AP courses and take corresponding AP exams
  - B. Earn 6 verifiable transcripted college credits in dual credit courses from the approved dual credit list.
  - C. Earn two of the following:
    1. A minimum of 3 verifiable transcripted college credits from the approved dual credit list,
    2. 2 credits in AP courses and corresponding AP exams,
    3. 2 credits in IB standard level courses and corresponding IB exams.
  - D. Earn a composite score of 1250 or higher on the SAT and a minimum of 560 on math and 590 on the evidence based reading and writing section.**
  - E. Earn an ACT composite score of 26 or higher and complete written section
  - F. Earn 4 credits in IB courses and take corresponding IB exams.

## CORE 40 with Technical Honors *(minimum 47 credits)*

For the **Core 40 with Technical Honors** diploma, students must:

- Complete all requirements for Core 40.
- Earn 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and one of the following:
  1. Pathway designated industry-based certification or credential, or
  2. Pathway dual credits from the approved dual credit list resulting in 6 transcripted college credits
- Earn a grade of "C" or better in courses that will count toward the diploma.
- Have a grade point average of a "B" or better.
- Complete one of the following,
  - A. Any one of the options (A - F) of the Core 40 with Academic Honors
  - B. Earn the following scores or higher on WorkKeys: Reading for Information – Level 6, Applied Mathematics – Level 6, and Locating Information - Level 5.
  - C. Earn the following minimum score(s) on Accuplacer: Writing 80, Reading 90, Math 75.
  - D. Earn the following minimum score(s) on Compass: Algebra 66, Writing 70, Reading 80.

## MANCHESTER CERTIFICATE OF ATTENDANCE

Seniors who meet or exceed the minimum state and local academic credit and attendance requirements will receive the Manchester Certificate of Attendance. (Students who do not pass or successfully appeal the GQE.)

## MANCHESTER CERTIFICATE OF COMPLETION

Seniors who are designated as "non-diploma" track students, but have completed the prescribed individual educational program (IEP) and attendance at Manchester Jr-Sr High School will receive a Manchester Certificate of Completion.

## MANCHESTER JR-SR HIGH SCHOOL GRADUATION AND ATTENDANCE REQUIREMENTS

To be considered a full time student at Manchester Jr-Sr High School, a student is required to be in attendance seven periods daily for eight semesters and carry a minimum of six classes each semester.

A student who wants to attend school less than seven periods a day during any semester will be considered for a shortened day schedule under the following guidelines:

A. Medical hardship - must have documentation from a physician requesting less than full day schedule for medical reasons.

B. Financial hardship - must be considered an independent student by providing his or her own living expenses or by providing support for a biological child.

C. Be a returning student whose intended date of graduation has passed.
A letter requesting a shortened day schedule should be submitted to the principal for approval. The approval for a shortened day schedule will be made after a conference with the student's counselor regarding the student's educational plan.

A student who wants to graduate with less than eight (8) semesters of school attendance must meet the following guidelines:

A. Have the required semesters of school attendance and credits for graduation after an evaluation of their educational plan with a guidance counselor.

B. Submit a letter requesting early graduation and the reasons why to the principal.

## MANCHESTER COMMUNITY SCHOOLS ACADEMIC EXCELLENCE PROGRAM

Purpose: To recognize and honor students in grades 4-12 who have achieved a degree of academic

excellence.
Criteria: Each student's grade point average (GPA) must equal A- with not less than a B in all subjects taken for credit. The GPA will be figured from the Spring Semester grades of the previous school year and the Fall Semester grades of the current school year.
The Academic Excellence Awards Program for students and parents will be held in the early Spring.

## HONOR ROLL

Every class carried by the student will be considered when preparing the Honor Roll. Incomplete grades will not be considered in the calculation. Students who have earned a D or F in any class will be ineligible for Honor Roll consideration. Honor Roll levels are indicated below.

**Honor Roll will be calculated and published at the end of each semester.**

**Highest Honor Roll** - 3.800-4.00 Grade Point Average **High Honor Roll** - 3.500-3.799 Grade Point Average **Regular Honor Roll** - 3.00-3.499 Grade Point Average

## WEIGHTED GRADES

***For the graduation classes of 2019*** a full weight of 1 point on a 4.0 scale will be added to a high school course grade in Advanced Placement courses (an A grade in an AP course will earn 5 points instead of 4 points for a student's grade point average).
Half weight of .5 on a 4 point grading scale would be applied to a high school course grade for students taking an Honors course beginning with the Class of 2016 entering grade 9 (an A grade in an Honors course will earn 4.5 points instead of 4 points for a student's grade point average).
The weighted grade point averages and class ranking will determine the Valedictorian and Salutatorian. The weighted GPAs and class ranking are used to determine the final standing in the graduating class for honor groups.

***Beginning with the class of 2020*** grades will no longer be weighted. Determination for the valedictorian and salutatorian will be configured by the following:
Any student wanting to be in the running for Valedictorian and/or Salutatorian must earn an Academic Honors Diploma and take and earn credit in at least five Dual Credit and/or Advanced Placement (AP) classes from the following list:

1. Pre-Calculus (dual credit)
2. Principles of Marketing (dual credit)
3. Advanced Manufacturing & Logistics I (dual credit)
4. United States Government (dual credit)
5. AP Environmental Science
6. AP Biology
7. AP Calculus AB
8. AP Studio Art 2-D
9. AP Studio Art 3-D

10. AP Studio Art Drawing
11. AP United States History
12. AP English Literature & Composition
13. AP English Language & Composition
14. AP Chemistry
15. AP Human Geography

## GRADE POINT AVERAGE/CLASS RANK

Each student's grade point average (GPA) is based on all grades received each semester in grades 9-12. . GPA is figured on a 4.0 scale. Class rank includes all diploma-track students in the class and is figured at the end of each semester, including the 8th semester. Class rank and grade point average are noted on the student transcript at the end of each semester.

## GENERAL INFORMATION

A. The Manchester 2 x 7 semester schedule was adopted in the 2010-2011 school year for grades 7 through 12. Each of the semesters within the school year is 18 weeks (or 90 days) in length. Students can take six classes and one study hall or seven classes each semester. Periods are 45-50 minutes in length with a five minute passing period between classes.
B. Students involved in athletic programs are required to be passing in five credit classes at the end of the 1st nine weeks grading period and at the end of the semester.
C. Students who receive incomplete grades for a grading period have ten school days to complete their work.
D. A student moving into Manchester Jr-Sr High School in either their junior or senior year may graduate with the number of credits required by their previous school, as long as they meet Indiana state requirements.

## SCHEDULE CHANGE POLICY

1. Please inspect your schedule carefully for accuracy. It is the student's and parent's ultimate responsibility to ensure the courses enrolled are those needed.

1. If a change is necessary, call the main office to make an appointment.

1. Any requested schedule change that alters the expected diploma type requires completion of the schedule change form provided by the guidance office.

1. Any schedule change after the 3rd day of the semester will be made only under the following circumstances:
a. A master schedule conflict exists.
b. A need exists to reschedule a class that was failed.
c. A teacher is recommending the change.
d. A scheduling error has occurred.

*Changes that do not meet the conditions above require approval from the principal.

5. Student or parent requests for class changes can only be made within the first 3 school days. No student or parent changes after 3 school days will be made. **In addition, changes are not guaranteed and the change must not increase class size beyond maximum class enrollment.**

6. **Any withdraws from a student's schedule after the 4 ½ week mark will result in a withdraw fail (W/F) on the student's transcript.**

## GUIDELINES FOR MANCHESTER STUDENTS PLANNING TO STUDY ABROAD

Eligibility

1. We recommend that the student does not have any grades of "F" for any class.
2. We recommend that the student has passed both the English and Math End of Course Assessments (ECA).
3. We recommend the student be a Junior or Senior, unless traveling with his or her family.
4. We recommend that the student be on track for graduation.
5. We will need a grading policy and scale from the exchange school on official letterhead as well as the titles, course descriptions, and contact hours of the courses the student will take.
6. The guidance department will develop an individual plan of study before the student's departure based upon the student's needs in order to complete all courses necessary to meet state and local graduation requirements.

Upon Return:

1. We need a course description in English for each course taken from the foreign school, and
2. An official transcript including grades, course names, grading scale, attendance, name, address, and phone number of host school.
3. Manchester Jr-Sr. High School will determine credits earned from the classes taken at the foreign school. The credits awarded and the grades accepted will be based on course descriptions and their alignment with the Indiana Academic Standards and

meeting the state code for instructional time.

## POSTSECONDARY ENROLLMENT PROGRAM

The criteria for determining eligibility to participate in the program are:

1. The student and parent/guardian must assume all financial responsibility imposed by the eligible institution for tuition and enrollment fees, as well as all transportation and materials costs which might be involved.
2. The student must complete the pre-enrollment procedures outlined by Manchester High School and the eligible institution.

The criteria for determining the courses approved for secondary credit under the program are:

1. The postsecondary credit course must correspond to the approved course list in 511 IAC 6-2-5 (d). A course in which the student intends to enroll will not be approved for secondary credit if the course is so unlike any of the approved courses listed in 511 IAC 6-2-5 (d) that appropriate secondary credit cannot be given.

2. Secondary credit shall be given for the successful completion of an approved course taken by an eligible student at an eligible institution on the following basis: 1 high school credit for 3 college semester credit hours earned.

The grade received in the approved course taken at the eligible institution shall be included in the computation of the student's grade point average.

## CONTROVERSIAL SUBJECT MATTER POLICY

If a course of study contains material that is found objectionable (on moral or religious grounds) to students or parents, two alternatives are available: 1. The student may be excused from the classroom discussion portion of the material (assigned to study hall), but retain the book or written material. In this case, the student may take whatever exams are given over the material and receive credit earned. 2. The student may be excused from the classroom discussion and not retain the written material. In this case, the student will not take exams and will not receive credit for the unit, but will also not be penalized in regard to the student's grade.

## APEX

APEX is an online, work at your own pace educational program. Students may ONLY take an Apex course for the following reasons:

1. Credit Recovery - Students must fail a regular schedule course at least once before attempting this course on Apex.
2. Advanced Placement or Honors courses – Students may choose to take courses that we do not offer at MJSHS.
3. Schedule Conflicts

**SQUIRE ACADEMY - ALTERNATIVE EDUCATIONAL OPPORTUNITY**

The Squire Academy is located in the Manchester Administrative Office/Junior High building. Students must complete an application process to enroll in this program. Students in Squire Academy use Apex online learning for the majority of their educational program, but may also attend regular classes at MJSHS and the Heartland Career Center. Alternative educational placement into Squire Academy may be granted for home-schooled, expelled or suspended students or students who have medical reasons or other exceptions for a regular school placement.

## AGRICULTURE DEPARTMENT

Agriculture Education is an active part of the curriculum for many high schools in Indiana. This program area combines the home, the school, and the community as the means of education in agriculture. The courses provide students with a solid foundation of academic knowledge and ample opportunities to apply this knowledge through classroom activities, laboratory experiments and project applications, supervised agricultural experiences, and the FFA.

The vision and mission of Agricultural Education is: that all people value and understand the vital role of agriculture, food, fiber, and natural resource systems in advancing personal and global well-being; and that students are prepared for successful careers and a lifetime of informed choices in agriculture.

It is important to understand and reaffirm that career-technical experiences do not preclude students from going on to higher education; in fact participation actually enhances the opportunity. A growing number of students are combining both college preparation and workplace experiences in their high school preparation. Agricultural Science and Business and the FFA programs have a long history of successfully preparing students for entry level careers and further education and training in the science, business and technology of agriculture. The programs combine classroom instruction and hands-on career focused learning to develop students' potential for premier leadership, personal growth, and career success.

### Exploring Agricultural Science & Business

**Grade 7 * 1 Semester * No Credits**

The Agricultural Science and Business curriculum for middle level students follows the state standards of the Fundamentals of Agricultural Science and Business course. There is flexibility in content due to the length of the course offered locally. The primary objective is to introduce students to the dynamic industry of agriculture while gaining an awareness of the importance, impact and diversity of careers in agricultural science and business. The content provides a hands-on exploratory, science-based approach to agri-science as well as providing a broad-based coverage of horticulture, animal science, environmental science, biotechnology, agricultural economics, plant and soil science, and agricultural science and agribusiness tools and equipment.

### Introduction to Agriculture, Food, & Natural Resources

**Grades 8-12 * 2 Semesters * 2 Credits**

**(Directed elective for all diploma types)**

Introduction to Agriculture, Food, and Natural Resources is a year long course which is highly recommended as a prerequisite and foundation for all other agricultural classes. The nature of this course is to provide students with an introduction to the fundamentals of agricultural science and business. Areas to be covered include: agricultural literacy, its importance and career opportunities, plant and soil science, environmental science, horticulture and landscape management, agricultural biotechnology, agricultural science and business tools and equipment, basic principles of and employability in the agricultural/horticultural industry, basic agribusiness principles and skills, developing leadership skills in agriculture, and supervised experience in agriculture/horticulture purposes and procedures. Student learning objectives are defined. Instruction includes not only agriculture education standards but many academic standards are included through the use of “hands-on” problem-solving individual and team activities.

## Horticulture Science

**Grades 9-12 * 2 Semesters * 2 Credits**

**(Directed elective for all diploma types)**

Horticultural Science is a year long course designed to give students a background in the field of horticulture. It addresses the biology and technology involved in the production, processing, and marketing of horticultural plants and products. Topics covered include: reproduction and propagation of plants, plant growth, growth media, management practices for field and greenhouse production, marketing concepts, production of herbaceous, woody and nursery stock, fruit, nut, and vegetable production, and pest management. This course may fulfill up to two credits of the state's minimum life science requirement for graduation.
**Prerequisite:** Intro. to Agriculture, Food and Natural Resource or permission of teacher

## Agriculture Power, Structure & Technology

**Grades 9-12 * 1 Semester * 1 Credit**

**(Directed elective for all diploma types)**

Agriculture Power, Structure and Technology is a lab intensive course in which students develop an understanding of basic principles of selection, operation, maintenance and management of agricultural equipment in concert while incorporating technology. Topics covered include: safety, electricity, plumbing, concrete, carpentry, metal technology, engines, emerging technologies, leadership development, supervised agricultural experience and career opportunities in the area of agriculture power, structure and technology.
**Prerequisites:** Intro. to Agriculture, Food and Natural Resource

## Agribusiness Management

**Grades 11-12 * 1 Semester * 1 Credit**

**(Directed elective for all diploma types)**

Agribusiness Management is a course which presents the concepts necessary for managing an agriculture-related business. Concepts covered include: identification of careers in agribusiness, safety management, entrepreneurship, the planning, organizing, controlling and directing of an agribusiness, effects of government organizations on agribusinesses, economic principles, credit, record keeping, budgeting, fundamentals of cash flow, taxation and the tax system, insurance, marketing, cooperatives, purchasing, the role of technology in agribusiness, human resource management, and employer-employee relations and responsibilities.

**Prerequisite:** Intro. to Agriculture, Food and Natural Resource or by permission of the teacher

## Landscape Management I

**Grades 11-12 * 1 Semester * 1 Credit**

**(Directed elective & qualifies as a quantitative reasoning course)**

Landscape management is a yearlong course that provides the student with an overview of the many career opportunities in the diverse field of landscape management. Students are introduced to the procedures used in the planning and design of a landscape using current technology practices, the principles and procedures involved with landscape construction, the determination of maintenance schedules, communications, management and employability skills necessary in landscaping operations, and the care and use of equipment utilized by landscapers.

This course can be offered for a second full year at an advanced level.

**Prerequisite:** Intro. to Agriculture, Food and Natural Resource or by permission of the teacher

## Animal Science

**Grades 10-12 * 2 Semesters * 2 Credits**

**(Core 40 directed elective for all diploma types)**

Animal Science is a course that provides students with an overview of the field of animal science. All areas which the students study can be applied to large and small animals. Topics to be addressed include: anatomy and physiology, genetics, reproduction, nutrition, aquaculture, careers in animal science, common diseases and parasites, social and political issues related to the industry, and management practices for the care and maintenance of animals. This course may fulfill up to two credits of the state's minimum life science requirement for graduation.

**Prerequisite:** Intro. to Agriculture, Food and Natural Resource or by permission of the teacher

## Food Science

**Grades 11-12 * 1 Semester * 1 Credit**

**(Directed elective)**

Food Science is a course that provides students with an overview of food science

and its importance. Introduction to principles of food processing, food chemistry, nutrition, food packaging, food commodities, food regulations, and careers in the food science
industry help students understand the role which food science plays in the securing of a safe, nutritious, and adequate food supply. A project-based approach is utilized along with laboratory, team building, and problem solving activities to enhance student learning.
This course may fulfill up to two credits of the minimum science requirement for graduation.

## Supervised Agricultural Experience (SAE)

**Grades 11-12 * 1-4 Semesters * 1-4 Credits**

**(Directed elective for all diploma types)**

Supervised Agricultural Experience (SAE) is designed to provide students the opportunity to gain experience in the agricultural field(s) in which they are interested. Students experience and apply what is learned in the classroom to real-life situations. Students work closely with their agricultural science and business teacher(s), parents, and/or employers to get the most out of their SAE program. This course is to be offered each semester as well as during the summer session. The course may be offered on an
independent study basis. A maximum of four credits can be earned in this course, some of which can be earned during summer sessions.
**Prerequisite:** Intro. to Agriculture, Food and Natural Resource or by permission of the teacher

FFA

FFA is the vocational student organization and is an integral part of the program of instruction in agricultural education. The many activities of the FFA parallel the methodology of the instructional program and are directly related to occupational goals and objectives. As an integral part of the instructional program, district and state level FFA activities provide students opportunities to demonstrate their proficiency in the knowledge, skills, and attitudes they have acquired in the agricultural science and agricultural business education program of instruction. Students shall be rewarded/recognized for their competence. Agricultural education students demonstrating a high degree of competence in state level FFA activities are highly encouraged to represent their local communities, districts and state by participating in national FFA activities.

Instructional activities of the FFA require participation of Agricultural Science and Agricultural Business Education students as an integral part of an Agricultural Education course of instruction and therefore, may be considered an appropriate use of the allotted instructional time; however, vocational student organization activities may not disrupt the instructional time of other academic courses.

# BUSINESS DEPARTMENT

## Business Math

**Grades 10-12 * 2 Semesters * 2 Credits**

**(Fulfills math requirement for General Diploma ONLY)**

Business Math is a business course designed to prepare students for roles as entrepreneurs, producers, and business leaders by developing abilities and skills that are part of any business environment. A solid understanding of math including algebra, basic geometry, statistics and probability provides the necessary foundation for students interested in careers in business and skilled trade areas. The content includes mathematical operations related to accounting, banking and finance, marketing, and management.
**Prerequisite:** Algebra I (both semesters)

## Introduction to Business

**Grades 9-12 * 1 Semester * 1 Credit**

**(Directed Elective or elective for all diploma types)**

Introduction to Business introduces students to the world of business, marketing and entrepreneurship including the concepts, functions, and skills required for meeting the challenges of operating a business in the twenty-first century on a local, national, and international scale. The course further develops business vocabulary and provides an overview of business and the role that business plays in economic, social, and political environments.

## Introduction to Entrepreneurship

**Grades 8-12 * 1 Semester * 1 Credit**

**(Directed Elective or elective for all diploma types)**

Introduction to Entrepreneurship provides an overview of the what it means to be an entrepreneur. The student learns about starting and operating a business, marketing products and how to find resources to help. This course is ideal for students interested in starting their own gallery, salon, restaurant, etc.

## Introduction to Accounting

**Grades 10-12 * 2 Semesters * 2 Credits**

**(Directed Elective or elective for all diploma types)**

Introduction to accounting introduces the language of business using Generally Accepted Accounting Principles (GAAP) and procedures for proprietorships and partnerships 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.

## Principles of Marketing

## [MKTG 101 Principles of Marketing dual credit thru Ivy Tech]

**Grades 10-12 *1 Semesters * 1 Credits**

**(Directed Elective or elective for all diploma types)**

Principles of Marketing provides a basic introduction to the scope and importance of marketing in the global economy. Emphasis is placed on oral and written communications, mathematical applications, problem solving, and critical thinking skills as they relate to advertising/promotion/selling, distribution, financing, marketing-information management, pricing, and product/service management.
***Must meet Ivy Tech dual credit qualifications in order to take as dual credit**

## Business Law & Ethics

**(Offered 2019-2020)**

**Grades 11-12 * 1 Semesters * 1 Credits**

**(Directed Elective or elective for all diploma types)**

Business Law and Ethics provides an overview of the legal system in the business setting. Topics covered include: basics of the judicial system, contract, personal, employment and property law. Application of legal principles and ethical decision-making techniques are presented through problem-solving methods and situation analyses.

## Computer Tech Support

**Grades 11-12 * 2 Semesters * 2 Credits**

**(Directed Elective or elective for all diploma types)**

Computer Tech Support allows students to explore how computers work. Students learn the functionality of hardware and software components as well as suggested best practices in maintenance and safety issues. Through hands on activities and labs, students learn how to assemble and configure a computer, install operating systems and software, and troubleshoot hardware and software problems.

# ENGLISH DEPARTMENT

## Language Arts 7

**Grade 7 * 2 Semesters * No Credit**

Language Arts, Grade 7, is a standards-based course composed of integrated instruction emphasizing reading, writing, speaking, and listening in interest--at age-appropriate content. Students develop advanced skills and strategies in reading. They understand comparisons, such as analogies and metaphors, and they

begin to use their knowledge of roots and word parts to understand science, social studies, and mathematics vocabulary. They begin to read reviews, as well as critiques of both informational and literary writing. Students self-select books of interest and read independently for enjoyment. Students develop advanced skills and strategies in language. Using oral discussion, reading, writing, art, music, movement, and drama, students respond to fiction, nonfiction, and informational selections or reality-based experiences, multimedia presentations, and classroom or group experiences. They write or deliver longer research reports that take a position on a topic, and they support their positions by citing a variety of sources. They use a variety of sentence structures and modifiers to express their thoughts. They deliver persuasive presentations that state a clear position in support of an arguments or proposal. Students also listen to literature read aloud to them and write independently for enjoyment.

## Language Arts 7 Honors

**Grade 7 * 2 Semesters * No Credit**

Students must qualify for this class based on the high ability guidelines or a combination of teacher recommendation and test scores. Language Arts 7 Accelerated will follow the same curriculum as Language Arts 7, but with the acceleration of basic skill work, which opens up opportunities for more in-depth examination of topics. A discussion format encourages divergent, multi-layered, outside-the-box thinking on the part of class participants.

## Language Arts 8

**Grade 8 * 2 Semesters * No Credit**

Language Arts, Grade 8 is a standards-based course that integrates instruction emphasizing reading, writing, speaking, listening in interest at age-appropriate content. Students begin to study the history and development of English vocabulary. They begin to compare different types of writing as well as different perspectives on similar topics or themes. They evaluate the logic of information texts and analyze how literature reflects the backgrounds, attitudes, and beliefs of the authors. They read and respond to fiction selections, such as classic and contemporary literature, historical fiction, nonfiction selections, such as subject area books, biographies, or autobiographies, magazines and newspapers, various reference or technical materials, and online information. Students self-select books of interest and read independently for enjoyment. Students get ready for the language challenges of high school materials using oral discussion, reading, writing, art, music, movement, and drama. Students respond to fiction, nonfiction, and informational selections or reality-based experiences, multimedia presentations and classroom group experiences. They not only write or deliver research reports, but also conduct their own research. They use subordinate, coordinate, and noun phrases, and other devices of English language conventions to indicate clearly the relationship between ideas.
They deliver a variety of types of presentations and effectively respond to questions and concerns from the audience. Students also listen to literature read aloud to them and write independently for enjoyment.

## Language Arts 8 Honors

**Grade 8 * 2 Semesters * No Credit**

Students must qualify for this class based on the high ability guidelines or a combination of teacher recommendation and test scores. Language Arts 8 Accelerated will follow the same curriculum as Language Arts 8, but with the acceleration of basic skill work, which opens up opportunities for more in-depth examination of topics. A discussion format encourages divergent, multi-layered, outside-the-box thinking on the part of class participants.

## Language Arts Lab 7/8

**Grades 7 & 8 * 2 Semesters * No Credit**

Language Arts Lab is a supplemental course that provides students with individualized or small group instruction designed to support success in completing language arts course work aligned with state standards. This course is for students who need additional support in all the language arts (reading, writing, speaking and listening).

## English 9

**Grade 9 * 2 Semesters * 2 Credits**

English 9 is a standards-based course with the integrated study of language, literature, composition, and oral communication with a focus on exploring a wide-variety of genres and their elements. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for Grade 9 in classic and contemporary literature balanced with nonfiction. Students write short stories, responses to literature, expository and argumentative/persuasive compositions, research reports, business letters, and technical documents. Students deliver grade-appropriate oral presentations and access, analyze, and evaluate online information.

## Language Arts Lab

**Grades 9-12 * 2 Semesters * 2 Credits**

Language Arts Lab is a supplemental course that provides students with individualized or small group instruction designed to support success in completing language arts course work aligned with state standards. This course is for students who need additional support in language arts (reading, writing, speaking and listening).

## English 9 Honors

**Grade 9 * 2 Semesters * 2 Credits**

Students must qualify for this class based on the high ability guidelines or a combination of teacher

recommendation and test scores. English 9 Honors will follow the same curriculum as English 9, but with the acceleration of basic skill work which opens up opportunities for more in-depth examination of topics. A discussion format encourages divergent, multi-layered, outside-the-box thinking on the part of class participants.

## English 10

**Grade 10 * 2 Semesters * 2 Credits**

English 10 is standards-based course with the integrated study of language, literature, composition, and oral communication with a focus on exploring universal themes 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 appropriate for Grade 10. Students will study classic and contemporary literature balanced with nonfiction.
Students will write narratives, responses to literature, expository and argumentative/persuasive compositions, research reports, and technical documents. Students deliver grade-appropriate oral presentations and access, analyze, and evaluate online information.

## English 10 Honors

**Grade 10 * 2 Semesters * 2 Credits**

Students must qualify for this class based on the high ability guidelines or a combination of teacher recommendation and test scores. English 10 Honors will follow the same curriculum as English 10, but with the acceleration of basic skill work which opens up opportunities for more in-depth examination of topics. A discussion format encourages divergent, multi-layered, outside-the-box thinking on the part of class participants.

## English 11

**Grade 11 * 2 Semesters * 2 Credits**

English 11 is a standards-based course that is the integrated study of language, literature, composition, and oral communication with a focus on exploring characterization across universal themes in 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 appropriate for Grade 11 in classic and contemporary literature balanced with nonfiction. Students write narratives, responses to literature, academic essays ( e.g. analytical, persuasive, expository, summary), 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

**Grade 12 * 2 Semesters * 2 Credits**

English 12 is a standards-based course that is the integrated 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 narratives, responses to literature, academic essays ( e.g. analytical, persuasive, expository, summary), 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

## AP Literature & Composition

**[ENG 103 & ENG 113 dual credit thru Trine University]**

**Grade 12 * 2 Semesters * 2 Credits**

The AP English Literature and Composition course aligns to an introductory college-level literary analysis course. The course engages students in the close reading and critical analysis of imaginative literature to deepen their understanding of the ways writers use language to provide both meaning and pleasure. As they read, students consider a work's structure, style, and themes, as well as its use of figurative language, imagery, symbolism, and tone. Writing assignments include expository, analytical, and argumentative essays that require students to analyze and interpret
Course Description web page at: http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

## AP Language & Composition

**Grade 11 * 2 Semesters * 2 Credits**

The AP English Language and Composition course aligns to an introductory college-level rhetoric and writing curriculum, which requires students to develop evidence-based analytic and argumentative essays that proceed through several stages or drafts. Students evaluate, synthesize, and cite research to support their arguments. Throughout the course, students develop a personal style by making appropriate grammatical choices. Additionally,
students read and analyze the rhetorical elements and their effects in non-fiction texts, including graphic images as forms of text, from many disciplines and historical periods.
**Course Description web page at:**
http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html

## Student Media

**Grades 9-12 * 1-7 Semesters * 1-7 Credits**

**(Directed Elective or Fine Arts Credit)**

Student Media, a course based on the High School Journalism Standards and the Student Media Standards, is the continuation of Journalism. Students who demonstrate the ability to do journalistic writing and design for high school media, including school newspapers and yearbooks, and a variety of other media formats. Students follow the ethical principles and legal boundaries that guide scholastic journalism. Students express themselves publicly with meaning and clarity for the purpose of informing, entertaining, or persuading. Students work on high school media staffs so that they may prepare themselves for career paths in journalism, communications, writing, or related fields.
**Prerequisite:** Journalism or teacher recommendation

### Speech

**Grades 9-12 * 1 Semester * 1 Credit**

**(Fulfills 1 credit for English requirement, 11th or 12th grade, for all diplomas)**

This course is based on the Indiana Academic Standards for English/Language Arts, is the study and application of the basic principles and techniques of effective oral communication. Students deliver focused and coherent speeches that convey clear messages, using gestures, tone, and vocabulary appropriate to the audience and purpose. Students deliver different types of oral and multimedia presentations, including viewpoint, instructional, demonstration, informative, persuasive, and impromptu. Students use the same standard English conventions for oral speech that they use in their writing.

## FAMILY AND CONSUMER SCIENCE

Family and Consumer Sciences courses are designed for all students (both male and female) with the core content of all classes being focused upon the well-being of individuals and families. College-bound and tech prep students will find the courses practical for present and future living. Students may substitute three credits of Family and Consumer Sciences courses for the state graduation requirement, Health and Wellness. They may choose three from the following list: Preparing for College & Careers, Nutrition and Wellness, Interpersonal Relationships, & Child Development.

### FACS 7

**Grade 7 * 1 Semester * No Credit**

Family and Consumer Sciences (FACS) at the middle school level prepares students to acquire personal skills and plan ways to transfer those skills to the workplace; investigate and assume appropriate individual and family roles; understand and apply concepts of balancing work and family; and acquire skills and attitudes that lead them to contribute to the good of the community and society. FACS curriculum includes acquisition of problem solving, decision-making, higher order thinking, communication, literacy, and numerical skills in applied community, work, and family contexts. It is the aim of FACS courses that all students increase their ability to act responsibly and productively, to synthesize knowledge from multiple sources, to work cooperatively, and to

apply the highest standards in all aspects of their lives.

## Preparing for College & Careers

**Grade 8 * 1 Semester * 1 Credit**

**(Directed Elective or elective for all diploma types)**

Preparing for College and Careers covers the essential knowledge, skills, and behaviors that all students need to live successfully in today's world. This course emphasizes a project-based approach using higher order thinking, communication, leadership, and management. Topics include personal aptitudes, interests, and goals; life and career exploration and planning; life roles and responsibilities as individuals and family members and transferring school skills to life and work. The opportunity to develop four year career plans with assistance from a counselor will be included. Personal and career portfolios should be developed. This is a foundational course designed to teach life skills that are essential for all high school students.

## Nutrition & Wellness

**Grades 9-12 * 1 Semester * 1 Credit**

**(Directed Elective or elective for all diploma types & counts towards Health & Wellness credit)**

Nutrition & Wellness is an introductory course that covers kitchen safety and sanitation, basic food preparation skills, six nutrient classes, food label reading, careers, and how to make healthy food and lifestyle choices. There is a hands-on lab component that goes along with this course. Lab work is done every two weeks once safety and sanitation has been covered.

## Advanced Nutrition & Wellness

**Grades 9-12 * 1 Semester * 1 Credit**

**(Directed Elective or elective for all diploma types)**

Advanced Nutrition & Wellness takes a more in-depth look at personal and lifestyle nutrition. Components of the class include lifespan nutrition, application of nutritional knowledge, technology in nutritional sciences, food trends, and cultural foods. The first part of the course will cover the application of nutritional concepts and lifespan nutrition. The second part of the course will cover food trends and cultural foods. There is a hands-on lab component that goes along with this course. Lab work is done every two weeks once safety and sanitation has been covered. Labs are not set for this course. Student input and current healthy food trends are considered.

**Prerequisite:** Nutrition and Wellness (must pass with a 70% or better)

## Introduction to Culinary Arts

**Grades 10-12 * 1 Semester * 1 Credit (Directed Elective**

**or elective for all diploma types)**

Introduction to Culinary Arts is recommended for all students regardless of their career cluster or pathway, in order to build basic culinary arts knowledge and skills. It is especially appropriate for students with an interest in careers related to Hospitality, Tourism, and Culinary Arts. A project-based approach that utilizes higher level thinking,
communication, leadership, and management processes is recommended. Topics include basic culinary skills in the foodservice industry, safety and sanitation, nutrition, customer relations and career investigation. Laboratory experiences that emphasize industry practices and develop basic skills are required components of this course.
**Prerequisite:** Nutrition & Wellness & Advanced Nutrition & Wellness (must pass both with a 70% or better) or with teacher permission

## Human Development & Wellness

**(offered 2019-2020)**
**Grades 10-12 * 2 Semesters * 2 Credits**
**(Directed elective or elective for all diploma types)**

Human Development & Wellness is valuable for all students as a life foundation and academic enrichment; it is especially relevant for students interested in careers impacted by individuals' physical, social, emotional, and moral development and wellness across the lifespan. Major topics include principles of human development and wellness; impacts of family on human development and wellness; factors that affect human development and wellness; practices that promote human development and wellness; managing resources and services related to human development and wellness; and career exploration in human development and wellness. Life events and contemporary issues addressed in this course include (but are not limited to) change; stress; abuse; personal safety; and relationships among lifestyle choices, health and wellness conditions and diseases. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate the study of these topics. Authentic applications through services learning are encouraged.

## Interpersonal Relations

**(Offered 2018-2019)**
**Grades 9-12 * 1 Semester * 1 Credit**
**(Directed Elective or elective for all diploma types)**

How do you improve self-confidence? How can you handle conflict with a friend or
a family member? These courses are designed to assist young adults in achieving personal growth and satisfaction through relationships with parents, siblings, peers and other individuals. Topics include dating, peer pressure, decision making, violence in relationships, dysfunctional families, etc. These courses can help students understand themselves and others to help maintain positive friendships, stable families,

successful careers and strong communities.

## Introduction to Fashion & Textiles

**Grades 9-12 * 1 Semester * 1 Credit (maximum of 2)**

**(Directed Elective, Elective, or Fine Arts Credit)**

**1st semester taken:** Introduction to Fashion & Textiles focuses on the basics of sewing and handicrafts. Topics include clothing styles, fabric types, garment care, sewing machine basics, and basic fiber arts. This class is project-based for the second part of the semester. Grades are improvement and completion based.
**2nd Semester taken:** This is a continuation of the first semester of Introduction to Fashion & Textiles but focuses on garment construction, garment care, pattern reading, and careers. The majority of this course is project-based with grades focusing on improvement, completion, and correct construction. Students will choose their garment that will be completed by the end of the semester.
**Prerequisite:** Pass 1st semester with a C- (70%) or better

## Child Development

**Grades 10-12 * 1 Semester * 1 Credit**

**(Directed Elective or elective for all diploma types)**

This course studies the growth and development of children from conception through the preschool years. Decisions about family planning, parenthood, prenatal care, birth defects, and childbirth are discussed. Physical, social, emotional, and mental development is studied.
Special needs of child care today are explored along with the active roles of both fathers and mothers in parenting. This course includes the take home baby project.

## Advanced Child Development

**Grades 10-12 * 1 Semester * 1 Credit**

**(Directed Elective or elective for all diploma types)**

This course focuses on the child from the toddler years up to age twelve. Student
would study issues in parenting including toys and games, discipline, children and television, children and food, school-age clothing, safety and latch-key children, gifted and talented and families in crisis. Careers in child care will be covered. Field trips could include day care centers and nursery schools as well as actual experience working with children at the school age. A Core 40 directed elective.
**Prerequisite:** Child Development (must pass with a 70% or better)

## Introduction to Housing & Interior Design

**Grades 9-12 * 1 Semester * 1 Credit**

**(Directed Elective, Elective, or Fine Arts credit)**

This course is recommended for students interested in a profession related to housing, interiors and furnishings. Information covers construction and landscaping of homes; decisions and considerations on renting or buying housing; housing styles and design features; furnishings and interior design; housing costs and equipment selection. Students also learn to refinish, repair, or "renew" a furnishing or housing item and to create and complete a decoration for a holiday or season for the home. Students will work with a client to meet their design needs for a cumulative project.

### Personal Financial Responsibility

**Grade 10 * 1 Semester * 1 Credit**

**(Directed Elective or elective for all diploma types)**

Personal Financial Responsibility addresses the identification and management of personal financial resources to meet the financial needs and wants of individuals and families, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors. This course helps students build skills in financial responsibility and decision making; analyze personal standards, needs, wants, and goals; identify sources of income, saving and investing; understand banking, budgeting, record-keeping and managing risk, insurance and credit card debt. A project based approach and applications through authentic settings such as work based observations and service learning experiences are appropriate.
***Required class for sophomores: A test out of this class option will be offered to all students in January of their freshmen year. A score of a 90% or above on the state test will earn the student 1 credit and an A grade toward graduation.***

## FINE ARTS DEPARTMENT

**Vocal Music**

The vocal music program at Manchester High School is designed to expose students to a variety of quality music, from classical to contemporary, during their two years of
junior high and four years of high school. All vocal students enrolled in chorus will work in a group setting toward correct vocal technique, music reading, sight singing, and ear training, in conjunction with performance-related goals.

### Vocal Music 7 & 8

**Grades 7 & 8 * 1 or 2 Semesters * No Credit**

Choir for grades 7 & 8 is based on the Indiana Academic Standards for Music and provides students the opportunity to apply knowledge and skills learned in the elementary music curriculum by participating in choir classes. Work in choir classes provides group and solo activities and is designed to develop students' musicianship including vocal production, technical skills, and intonation. Activities and experiences include improvising and composing music; listening to, analyzing, and evaluating music; and performing vocal literature of various styles, historical periods, and world cultures. Students also participate in performance

opportunities outside of the school day that support and extend the learning in the classroom. Along with the current academic standards, the Science/Technical Studies Content Area Literacy Standards are incorporated in the teaching of this subject with the expectation of a continuum of reading and writing skills development.

## Beginning Chorus (Treble)

**Grades 9-12 * 2 Semesters * 2 Credits**

**(Directed Elective or Fine Arts credit)**

The Beginning Choir at the high school level is designed for those female students in grades 9-12 who are entering high school or taking choir for the first time. This is a performing group giving concerts for the public outside of the school day at least twice per semester. Choir classes learn ear training, correct vocal technique, sight singing, music reading, music theory, and music history and appreciation. This course meets daily and students may enroll in both semesters. Students taking Beginning Chorus develop musicianship and specific performance skills through ensemble and solo singing. This class is a treble chorus. Activities create the development of a quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. The course provides instruction in creating, performing, conducting, listening to, and analyzing, in addition to focusing on the specific subject matter. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Instruction is designed to enable students to connect and integrate music into other subject areas.
This class meets daily both semesters and performs regularly throughout the year.
Students must participate in a limited number of performance opportunities, outside of the school day, that support and extend learning in the classroom. This course may be taken for successive semesters. A CORE 40 and AHD course.

## Advanced Chorus (Mixed)

**Grades 10-12 * 2 Semesters * 2 Credits**

**(Directed Elective or Fine Arts credit)**

The Advanced Choir at the high school level is designed for those male and female students in grades 10-12 who have successfully completed one year of Beginning Choir. Students need to be willing and able to meet the challenges of more advanced sight singing and repertoire. Students will participate in performance opportunities outside of the school day. This course meets daily and students may enroll in both semesters. Students taking Advanced Chorus develop musicianship and specific performance skills through ensemble and solo singing. This class is a mixed chorus. Activities create the development of a quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. The choral repertoire must be of the highest caliber. Mastery of basic choral technique must be evident. Areas of refinement include acappella singing, sight-reading, and critical listening skills. The class provides instruction in creating, performing, conducting, listening to, and analyzing, in addition to focusing on the specific subject matter. Students develop the ability to understand and convey the composer's intent in order to connect the performer

with the audience. Instruction is designed to enable students to connect and integrate music into other subject areas. This is an advanced mixed choral group, for students female students in grades ten through twelve and male students in grades 9-12. In special cases a 9th grade female will be considered for admittance. This class meets daily both semesters and performs regularly throughout the year. Students must participate in performance opportunities, outside of the school day, that support and extend learning in the classroom. This course may be taken for successive semesters.
**Prerequisite:** 2 semesters of Beginning Choir

## Applied Music-Guitar/Piano

**Grades 10-12 * 1 or 2 Semesters * 1 or 2 Credits**

**(Directed Elective or Fine Arts credit)**

Applied Music courses offer high school students in Grades 10-12 the opportunity to receive small group and individual instruction in an area of focus on Guitar or Piano. This course is designed to develop and refine performance skills on their instrument. A variety of music methods and repertoire is utilized to refine students' abilities in learning, performing, creating, and responding to music. Student receive 1 credit per semester and may take this course more than one semester as long as steady progress is being made. Independent Study on a band instrument can also be arranged with the instructor. This is a laboratory course.

**Instrumental Music**

The instrumental music program at Manchester Jr-Sr High School is designed to expose students to a variety of quality music, from classical to contemporary, during their two years of junior high and four years of high school. All instrumental music students enrolled in band will work in a group setting toward correct instrumental technique, music reading, sight-reading, and music theory skills in conjunction with performance-related goals.

## Instrumental Music (Band 7/8)

**Grades 7-8 * 1 or 2 Semesters * No Credit**

Students taking Instrumental Music are provided with the opportunity to apply knowledge learned in the elementary music curriculum by beginning or continuing to play an instrument. Instruction is designed so that students connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. The instrumental classes provide instruction in any of the following areas: (1) woodwinds, (2)
brass, (3) percussion, and (4) keyboard instruments which include electronic and/or synthesizer-type instruments. Ensemble and solo activities are designed for students to develop basic 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 literature. Experiences include, but are not limited to, improvising, playing by ear, and sight-reading. Students are given opportunities to participate in

performances, outside the school day, that support and extend the learning in the classroom.
An elective course.

## Intermediate Concert Band

**Grades 7-12 * 1 Semester * 1 Credit**

**(Directed Elective, Elective, or Fine Arts Credit)**

Students taking Intermediate or Advanced Concert Band will continue to study their instrument they began learning in intermediate school. Instruction is designed so that students examine and refine their understanding of music. Students will also be encouraged to make broad connections between music and their other classes in a variety of ways. The instrumental class provides instruction in any of the following areas: (1) woodwinds, (2) brass, and (3) percussion instruments. Ensemble and solo activities are designed for students to develop advanced levels of musicianship including, but not limited to: (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills, (5) listening skills, (6) music theory skills, including composing music, and (7) understanding historically significant styles of literature.
Students develop elements of musicianship including instrumental playing skills, music reading, listening skills and tone production through ensemble and solo activities.
Experiences also include improvising, playing by ear, sight-reading and conducting. Students are required to participate in performance opportunities outside of the school day which support and extend learning in the classroom. This course should be taken for successive semesters. Marching Band is included as part of this class.

## Marching Band

**Grades 9-12 * 1 Semester * No Credit**

Marching band is an elective ensemble that begins with a mandatory band camp during the month of July. During this time marching fundamentals, music, and portions of the competition show are learned. Each member of the band is strongly encouraged to participate in marching band. During the fall, the band performs for each home football game, area parades, and marching competitions. The band strives each year to advance past the sectional and regional levels of ISSMA marching band contests.
In order to be in Marching Band, a student must have been in band at least two previous years, or by director approval. Marching band meets outside of school regularly. Credit is not received for membership in this ensemble.

## Jazz Band

**Grades 9-12 * 1-2 Semesters * No Credit**

Jazz band is a select ensemble of up to 20 members in grades 7 - 12. This is an auditioned group. Membership is open to any student who wishes to audition. Membership is open to any student who wishes to audition. While it is recommended that a student have previous experience in either band or choir, it is not required. This group serves as a public outreach ensemble for the instrumental department. They

perform at community events and service organizations. Jazz Band will meet outside of school on years when it is not offered as a class. Credit is not received for membership in this ensemble Instrumentation is open to any combination of instruments.

## Art

Students taking any of the offered art courses in grades 7-12 engage in sequential learning experiences that encompass art history, art criticism, aesthetics and production based on the Indiana Visual Arts Academic Standards. The creation of portfolio quality works is the goal of the total art curriculum.

* art history-students identify and compare themes, symbols, styles and ideas in works of art and artifacts from past and present civilization. Students identify how works of art and artifacts reflect the beliefs, values and ideas of a culture.
* art criticism-students continue to examine works of art for meaning and significance. Students begin to make informed judgments about works of art through comparing, analyzing and interpreting them.
* aesthetics-students are aware that people think about and respond to works of art in a variety of ways and begin to engage in a meaningful dialogue about those ideas or issues.
* production-students communicate ideas and emotions through problem-solving activities. They begin to develop artistic skills in a variety of 2-D and 3-D media.

### Art 7

**Grade 7 * 1 Semester * No Credit**

This is a beginning course that introduces the student to the ELEMENTS/PRINCIPLES OF ART and how these fundamental concepts work together to create quality art. Students are made aware of the ways art is relevant to their lives primarily through 2-D and 3-D lessons. Units include drawing, ceramics, painting, sculpture, mixed-media and basic photography. Units are based in art history, art criticism, aesthetics, and most heavily, production. Assignments are designed to challenge/develop their abstract thinking and problem solving capabilities. This course is a prerequisite for Advanced Art 8 courses.

### Art 8

**Grade 8 * 1 Semester * No Credit**

This course is an intermediate course designed to build on the knowledge and skill that was introduced in Art 7. A more independent approach to creative thinking is encouraged and applied to 2-D and 3-D lessons that illustrate how art can be both decorative and functional. Units include drawing, ceramics, painting, sculpture, mixed-media and basic photography. Units are based in art history, art criticism, aesthetics, and most heavily, production. Other areas of study include art career awareness, large community based projects, and introduction to high school offerings.

### Advanced Art 8

## (By Invite Only)

**Grade 8 * 1 Semester * No Credit**

Enrollment is this class is based on teacher recommendation. It is considered to be an advanced level for students who showed above average interest and skill in Art 7 and/or Art 8. The curriculum for this class is designed to challenge/engage students in various ways, ie; guest artist workshop , field trips, art related career unit, cooperative learning groups, and potter's wheel fundamentals in addition to drawing, ceramics, painting, sculpture, mixed-media and basic photography units.
**Prerequisite:** Art 7 and/or Art 8

## Intro to 2-D Art

**Grades 9-12 * 1 Semester * 1 Credit**

**(Directed Elective, Elective, or Fine Arts Credit)**

This is one of two classes offered at the introductory level. Students wishing to concentrate on studio classes must first take either Intro or Adv. 2-D as a prerequisite. We will study TEXTURE, SHAPE, and LINE by creating various projects that concentrate on these art elements. Students enrolled in Intro first semester will also participate in the Stained Glass window project. Weekly sketchbook assignments, written research paper and art history lessons also complete the study. A 3-ring binder is required for this course.

## Advanced 2-D Art

**Grades 9-12 * 1 Semester * 1 Credit**

**(Directed Elective, Elective, or Fine Arts Credit)**

This class is one of the two 2-D courses that are prerequisites for taking any studio class. It is not an "advanced" class in that it is more difficult...just a second offering of 2-D in which the concepts of SPACE, COLOR, and VALUE are studied. Lessons and projects done in this class will involve color mixing, painting, drawing and the study of perspective. Reading and writing assignments and class discussions will include learning about Art History, Production, Art Criticism and Aesthetics. A 3-ring binder is required for this course.

## Painting

**Grades 10-12 * 1 Semester * Max of 3 Credits**

**(Directed Elective, Elective, or Fine Arts Credit)**

Various water-based paints will be used with the study of composition and color mixing. Students will be able to select their own subject matter to paint by beginning with a black and white painting then advancing to full color. Artists and artistic movements are studied as part of this course with each student selecting one artist to study at length. This course may be repeated with loftier expectations at an advanced level, and the student is given greater freedom to experiment with personal style.

**Prerequisite:** Intro. To 2-D or Adv. 2-D Art

## Photography
## (Offered 2019-2020)
**Grades 11 & 12 * 1 Semester * Max of 3 Credits**

**(Directed Elective, Elective, or Fine Arts Credit)**

This is an intense class and only offered to upperclassmen. The time devoted to work outside the classroom is great and students not able to take photographs on their own time, or those that do not have their own digital camera or phone with uploading capabilities, should not take this course. Many different fine art techniques will be explored including digital manipulation using PhotoShop software. The student will complete the course with an understanding of photography and computer manipulations.

## Drawing
**Grades 10-12 * 1 Semester * Max of 3 Credits**

**(Directed Elective, Elective, or Fine Arts Credit)**

Drawing is considered to be one of the basic forms of art...even in prehistoric caves. Drawing was man's initial way of expressing himself in picture form. We will begin with simple line drawings, move into cartooning, and then advance into shading and texture. Drawing 2 & 3 are for students who really like to draw and want to learn more advanced concepts regarding composition, media exploration while enhancing their skill levels. Art History, Criticism, Aesthetics, and Production are the foundation of the drawing curriculum.
**Prerequisite:** Intro. To 2-D or Adv. 2-D Art

## Ceramics
**Grades 10-12 * 1 Semester * Max of 3 Credits**

**(Directed Elective, Elective, or Fine Arts Credit)**

Students will begin their study of ceramics by experiencing various hand building methods such as pinch, coil and slab. Specific requirements as to size and construction must be followed diligently. With 7 potter's wheels available, students are expected to advance to a level of mastery on the wheel creating symmetrical pieces of strong aesthetic value. Due to the expense and popularity of this class, high expectations are the norm, and camp craft, nameplates, and minimal effort will not be acceptable.
**Prerequisite:** Intro. To 2-D or Adv. 2-D Art

## Sculpture
## (Offered 2018-2019)
**Grades 10-12 * 1 Semester * Max of 3 Credits**

**(Directed Elective, Elective, or Fine Arts Credit)**

Sculpture projects will vary year to year and are somewhat student driven. Past projects have included life

size plaster figures, chair alterations, cigar box assemblages and reuse/recycle assignments. Yarn coiled basketry, batik (fabric dye), jewelry, and simple weaving have also been past projects. Plaster, wood, reed, found objects, paint, and clay are mediums we work with. Written artist statements and cultural research are part of each assignment.
**Prerequisite:** Intro. To 2-D

## Studio Art AP Classes

The AP Studio Art experience is designed for students who are seriously interested in the practical experience of art. Success in AP Studio Art is not based on a written exam; instead, students submit artwork for evaluation at the end of the school year. At this time students may chooses to complete either of the three AP choices--2D design, Drawing, or AP 3D.
This College Board program provides the only national standard for performance in the visual arts that allows students to earn college credit and/or advanced placement while still in high school. The AP Program is based on the premise that college-level material can be taught successfully to secondary school students.
COMMITMENT: Any student that is willing to accept the challenge of rigorous academic curriculum should consider admission for this AP course. AP studio is for highly motivated students who are seriously interested in the study of art. This is a two-semester course designed to be completed within one school year. Students purchase their own supplies from a provided list.

### AP Studio Art: Drawing
### [ARTS 100 Life & Object Drawing I dual credit thru Ivy Tech]
**Grades 11-12 * 2 Semesters * 2 Credits (Directed Elective, Elective, or Fine Arts Credit)**

**Prerequisite:** Intro. To 2-D or Adv. 2-D Art
***Must meet Ivy Tech dual credit qualifications in order to take as dual credit**

### AP Studio Art: 2-D Design
### [ARTS 102 Color & Design Theory I dual credit thru Ivy Tech]
**Grades 11-12 * 2 Semesters * 2 Credits (Directed Elective, Elective, or Fine Arts Credit)**

**Prerequisite:** Intro. To 2-D or Adv. 2-D Art
***Must meet Ivy Tech dual credit qualifications in order to take as dual credit**

### AP Studio Art: 3-D Design
### [ARTS 103 3-D Design dual credit thru Ivy Tech]
**Grades 11-12 * 2 Semesters * 2 Credits (Directed Elective,**

**Elective, or Fine Arts Credit)**

**Prerequisite:** Intro. To 2-D or Adv. 2-D Art
***Must meet Ivy Tech dual credit qualifications in order to take as dual credit**

## WORLD LANGUAGES DEPARTMENT

The foreign language courses at Manchester Jr-Sr High School are based on the content standards for each of the six goals stated in the Indiana Foreign Language Proficiency Guide. Goal 1: Students will exhibit a positive attitude toward language learning and different cultures. Goal 2: Students will communicate through listening and speaking in various cultural contexts within a foreign culture and within the student's own culture.
Goal 3: Students will apply effective strategies in order to comprehend developmentally appropriate reading materials.
Goal 4: Students will apply developmentally appropriate writing strategies for different purposes. Goal 5: Students will recognize the interrelatedness of languages, literatures, and cultures through a knowledge of the artifacts, expressions, and traditions of the foreign cultures.
Goal 6: Students will demonstrate behaviors appropriate in the cultures of the languages being studied.

### Spanish I

**Grades 9-12 * 2 Semesters * 2 Credits**

**(Directed Elective, Elective, or World Language Credit)**

Spanish I, a course based on Indiana's Academic Standards for World languages, introduces students to effective strategies for beginning Spanish language learning, and to various aspects of Spanish-speaking culture. This course requires interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, memorize and recite brief guided conversations of familiar topics, and write short passages with guidance. This course also emphasizes the development of reading and listening comprehension skills, such as reading isolated words and phrases in a situational context and comprehending brief written or oral directions. Additionally, students will examine the practices, products and perspectives of Spanish-speaking culture; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding Spanish language and culture outside of the classroom.
**Recommendation:** "C" in English
Students must pass first semester with a "C-" or higher to take second semester.

### Spanish II

**Grades 10 - 12 * 2 Semesters * 2 Credits**

**(Directed Elective, Elective, or World Language Credit)**

Spanish II, a course based on Indiana's Academic Standards for World Languages, builds upon effective strategies for Spanish language learning by encouraging the use of the language and cultural understanding for self-directed purposes. This course requires interpersonal communication through speaking and writing, providing opportunities to make and respond to requests and questions in expanded contexts, memorize brief conversations on familiar topics, and write cohesive passages with greater independence and using appropriate formats. This course also emphasizes the development of reading and listening comprehension skills, such as using contextual clues to guess meaning and comprehending longer written or oral directions. Students will address the presentational mode by presenting prepared material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will describe the practices, products and perspectives of
Spanish-speaking culture; report on basic family and social practices of the target culture; and describe contributions from the target culture. This course further emphasizes making connections across content areas and the application of understanding Spanish language and culture outside of the classroom.
**Prerequisite:** Spanish I with at least a "C-" grade in Spanish I semester 2 Students must pass
first semester with a "C-" or better to take second semester.

## Spanish III

**Grade 11 & 12 * 2 Semesters * 2 Credits**

**(Directed Elective, Elective, or World Language Credit)**

Spanish III, a course based on Indiana's Academic Standards for World Languages, builds upon effective strategies for Spanish language learning by facilitating the use of the language and cultural understanding for self-directed purposes. This course requires interpersonal communication through speaking and writing, providing opportunities to initiate, sustain and close conversations; exchange detailed information in oral and written form; and write cohesive information with greater detail. This course also emphasizes the continued development of reading and listening comprehension skills, such as using cognates, synonyms and antonyms to derive meaning from written and oral information, as well as comprehending detailed written or oral directions. Students will address the presentational mode by presenting student-created material on a variety of topics, as well as reading aloud to practice appropriate pronunciation and intonation. Additionally, students will continue to develop understanding of Spanish practices, products and perspectives of the target culture; discussion of significant events in the target culture; and investigation of elements that shape cultural identity in the target culture.
This course further emphasizes making connections across content areas as well as the application of understanding Spanish language and culture outside of the classroom.
**Prerequisite:** Spanish I and II with a minimum "C-" grade
Students must pass the first semester with a "C-" or higher to take second semester.

# ENGINEERING & TECHNOLOGY EDUCATION

## Industrial Technology 8 (Engineering 8)

**Grade 8 * 1 Semester * No Credit**

Industrial Technology is designed to introduce students to the exciting world of technology. For this course, technology is defined as a body of knowledge and actions, used by people, to apply resources in designing, producing, and using devices, products, structures, and systems to extend the human potential for controlling and modifying the natural and human-made (modified) environment. This activity-based instruction will help students develop both individual and teamwork skills needed to participate in and contribute to society. Student will be introduced to the practice of measuring components as they produce finished goods.

## Introduction to Engineering Design (non-PLTW)

**Grade 9-12 * 2 Semesters * 2 Credits**

**(Directed Elective or elective for all diploma types)**

Introduction to Engineering and Design is an introductory course which develops student problem solving skills using the design process. Students document their progress of solutions as they move through the design process. Students develop solutions using elements of design and manufacturability concepts. They develop hand sketches using 2D and 3D drawing techniques. Computer Aided Design(CAD). Students learn the fundamentals of technical drawings (blueprints).

## Principles of Engineering (non-PLTW)

**Grades 10-12 * 2 Semesters * 2 Credits**

**(Directed Elective or elective for all diploma types)**

Principles of Engineering is a course that focuses on the process of applying engineering, technological, scientific, and mathematical principles in the design, production, and operation of products, structures, and systems. This is a hands-on course designed to provide students interested in engineering careers to explore experiences related to specialized fields such as civil, mechanical, and materials engineering. Students will engage in research, development, planning, design, production, and project management to simulate a career in engineering. The topics of ethics and the impacts of engineering decisions are also addressed. Classroom activities are organized to allow students to work in teams and use modern technological processes, computers, CAD software, and production systems in developing and presenting solutions to engineering problems. Students will be introduced to the use of calipers and micrometers in precision measurements.

**Prerequisites:** Introduction to Engineering Design

## Introduction to Manufacturing & Logistics

**Grades 9-12 * 2 Semesters * 2 Credits**

**(Directed Elective or elective for all diploma types)**

Introduction to Manufacturing is a course that specializes in how people use modern manufacturing systems

with an introduction to manufacturing technology and its relationship to society, individuals, and the environment. An understanding of manufacturing provides a background toward developing engineering & technological literacy. This understanding is developed through the study of the two major technologies, material processing and management technology, used by all manufacturing enterprises. Students will apply the skills and knowledge of using modern manufacturing processes to obtain resources and change them into engineered materials such as: metallics; polymers; ceramics; and composites. After gaining a working knowledge of these materials, students will study the six major types of material processes: casting and molding; forming; separating; conditioning; finishing; and assembling. Students will learn to use calipers and micrometers.

## Introduction to Advanced Manufacturing & Logistics

**Grades 10-12 * 2 Semesters * 2 Credits**

**(Directed Elective or elective for all diploma types)**

*Introduction to Advanced Manufacturing and Logistics* introduces students to the technology, skills, and knowledge needed in today's modern, high-tech, advanced manufacturing and logistics environments. Using the Hire Technology curriculum, which was developed by Indiana industry members, students will gain a working knowledge of safety, quality, and production processes, and will apply their new skills and knowledge in classroom projects. Emphasis is placed on understanding manufacturing and logistics processes as a whole. In addition, students will gain a basic understanding of computer-numerical control devices, electrical skills, operations processes, inventory principles, and basic business principles. Students have the opportunity to develop the characteristics employers seek, earn nationally-recognized industry certificates, and get college credit. Students will learn the basics of measuring as it applies to various industries.

**Prerequisite:** Introduction to Manufacturing & Logistics

Students may earn up to 6 Ivy Tech Dual Credits and 3 Industry Certificates.

## Introduction to Construction

**Grades 10-12 * 2 Semesters * 2 Credits**

**(Directed Elective or elective for all diploma types)**

Introduction to Construction is a course that will offer hands-on activities and real world experiences related to the skills essential in residential, commercial and civil building construction. During the course students will be introduced to the history and traditions of construction trades. The student will also learn and apply knowledge of the care and safe use of hand and power tools as related to each trade. In addition, students are introduced to blueprint reading, applied math, basic tools and equipment, and safety. Students will demonstrate building construction techniques, including concrete and masonry, framing, electrical, plumbing, dry walling, HVAC, and painting as developed locally in accordance with available space and technologies. Students learn how architectural ideas are converted into projects and how projects are managed during a construction project in this course. Students study construction technology topics such as preparing a site,

doing earthwork, setting footings and foundations, building the superstructure, enclosing the structure, installing systems, finishing the structure, and completing the site. Students also investigate topics related to the purchasing and maintenance, special purpose facilities, green construction and construction careers.
**Prerequisite:** Introduction to Manufacturing & Logistics

## MATHEMATICS DEPARTMENT

All students will enter Manchester High School on the Core 40 diploma track and will be required to start with Algebra I.
**Students who took Algebra I Honors in grade 8 with a B- or higher minimum grade should begin with Geometry in grade 9. Students who want to retake Algebra I should consult their counselor. If less than a B- students are strongly recommended to retake Algebra I. By teacher recommendation, any student in an honors math class should earn at least a B-to continue into the next honors math class.**

### Math Lab 7/8
**Grade 7 * 2 Semesters * No Credit**

Mathematics Lab provides students with individualized instruction designed to support success in completing mathematics content aligned with Indiana's Academic Standards for Mathematics. Mathematics Lab is to be taken in conjunction with the study of mathematics, and the content of Mathematics Lab should be tightly aligned to the corresponding content being studied.
Mathematics Lab should relate and reinforce mathematics skills students have learned previously, fill in gaps and misconceptions of previous content, and present the current content in concrete and hands-on methods.

### Math 7
**Grade 7 * 2 Semesters * No Credit**

This course is for average ability seventh grade students. This course builds on the basic skills taught in elementary school. More independent reasoning and problem solving skills are expected compared to the previous listed level of math. Communicating mathematical ideas is explored at this level. Upon successful completion of this course, students will go into Intro to Algebra as eighth graders.

### Introduction to Algebra
**Grade 8 * 2 Semesters * No Credit**

Mathematics – Grade 8 continues the trajectory towards a more formalized understanding of mathematics that occurs at the high school level that was begun in Grades 6 and 7. Students extend their understanding of rational numbers to develop an understanding of irrational numbers; connect ratio and proportional reasoning to lines and linear functions; define, evaluate, compare, and model with functions; build understanding of congruence and similarity; understand and apply the Pythagorean Theorem; and extend their understanding of statistics and probability by investigating patterns of association in bivariate data. As in

all mathematics courses, the Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

## Algebra I Honors

**Grade 8 * 2 Semesters * 2 Credits**

Algebra I Honors formalizes and extends the mathematics that students learned in the middle grades. Five critical areas comprise Algebra 1: Relations and Functions; Linear Equations and Inequalities; Quadratic and Nonlinear Equations; System of Equations and Inequalities; and Polynomial Expressions. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribed that students experience mathematics as coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. The problem solving and applications of the five critical areas, will be studied in more depth and at a pace appropriate to the abilities of this advanced group.

## Algebra I Lab

**Grade 9-12 * 2 Semesters * 2 Credits**

Algebra I Lab is a mathematics support course for Algebra 1. The course provides students with additional time to build the foundations necessary for high school math courses, while concurrently having access to rigorous, grade-level appropriate courses. The five critical areas of Algebra Enrichment align with the critical areas of
Algebra I: Relationships between Quantities and Reasoning with Equations; Linear and Exponential Relationships; Descriptive Statistics; Expressions and Equations; and Quadratic Functions and Modeling. However, whereas Algebra I contains exclusively grade-level content, Algebra Enrichment combines standards from high school courses with foundational standards from the middle grades. **Must be concurrently enrolled in Algebra I.**

## Algebra I

**Grades 9-12 * 2 Semesters * 2 Credits**

Algebra I formalizes and extends the mathematics that students learned in the middle grades. Five critical areas comprise Algebra I: Relations and Functions; Linear Equations and Inequalities; Quadratic and Nonlinear Equations; Systems of Equations and Inequalities; and Polynomial Expressions. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a

coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

## Math 10

**Grades 9-12 * 2 Semesters * 2 Credits**
**(May count as a math credit for general diplomas only)**

Math 10 is a new two-semester course designed to reinforce and elevate the Algebra I geometry knowledge and skills necessary for students to successfully complete high school mathematics courses beyond Algebra I and essentials for passing the state's graduation qualifying exam in mathematics. Enrollment will be contingent upon recommendation of the Algebra I teacher based on diagnostic results of performance in Algebra I competency assessments. The standards for this course are aligned to the state standards that students need to master for success with the state's graduation qualifying exam in mathematics. Emphasis is on a variety of instructional methods designed to meet each student's needs delivered through competency-based units with frequent pre and post assessment data analyzed to drive instructional design and delivery.

## Geometry

**Grades 9-12 * 2 Semesters * 2 Credits**

Geometry formalizes and extends students' geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Six critical areas comprise the Geometry course: Congruency and Similarity; Measurement; Analytic Geometry; Circles; and Polyhedra. Close attention should be paid to the introductory content for the geometry conceptual category found in the high school CCSS. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.
**Prerequisite:** Algebra I

## Geometry Honors

**Grade 9 * 2 Semesters * 2 Credits**

Honors Geometry will provide students a deeper understanding of problem solving and extend their geometric experiences from the middle grades. Special attention will be given to developing logic skills and forming mathematical arguments. Proofs will be much more in
depth and will be used more throughout the entirety of the course. Six critical areas comprise the geometry course: Congruency; Similarity; Measurement; Analytic Geometry; Circles; and Polyhedra. Algebra 2 material and more advanced trigonometry will be discussed throughout the second semester. The Mathematical Practice Standards apply throughout this course and, together with the content standards, prescribe that students experience mathematics as
a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.
**Prerequisite:** Algebra I Honors passed with at least a B-

## Algebra II

**Grades 9-12 * 2 Semesters * 2 Credits**

Algebra II builds on work with linear, quadratic, and exponential functions and allows for students to extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations. Honors Algebra II will be available starting next year with a recommendation from the math department required.
**Prerequisite:** Geometry

## Algebra II Honors

**Grades 9-12 * 2 Semesters * 2 Credits**

Algebra Ii Honors requires a much greater depth of understanding of linear, quadratic, and exponential functions and allows for students to extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that

define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.
**Prerequisite:** Algebra I Honors passed with at least a B-

## Core Algebra II

**(By Teacher Recommendation Only)**

This course is designed for students who will **NOT** be taking higher-level mathematics in high school. This course is a continuation of concepts learned in Algebra I and will introduce advanced algebra topics. It provides opportunities for problem solving and graphing. Included topics are the same as Algebra II but with less depth. **Does NOT qualify as a prerequisite for any advanced math courses.**
**Prerequisite:** Geometry

## Math Lab

**Grades 10-12 * 2 Semesters * 2 Credits**

Mathematics Lab provides students with individualized instruction designed to support success in completing mathematics coursework aligned with Indiana's Academic Standards for Mathematics. Mathematics Lab is to

be taken in conjunction with a Core 40 mathematics course, and the content of Mathematics Lab should be tightly aligned to the content of its corresponding course. Mathematics Lab should not be offered in conjunction with Algebra I or Integrated Mathematics I; instead, schools should offer Algebra I Lab or Integrated Mathematics I Lab to provide students with rigorous support for these courses.

## Pre-Calculus
## [MA 15300 Algebra & Trigonometry I dual credit thru IPFW]
### Grades 10-12 * 1 Semester * 1 Credits

Pre-Calculus/Trigonometry blends the concepts and skills that must be mastered before enrollment in a college-level calculus course. The course includes the study of (1) relations and functions, (2) exponential and logarithmic functions, (3) trigonometry in triangles, (4) trigonometric functions, (5) trigonometric identities and equations, (6) polar coordinates and complex numbers, (7) sequences and series and (8) data analysis. PRE-CALCULUS (2568) includes the study of (1) relations and functions, (2) exponential and logarithmic functions, (3) sequences and series, and (4) data analysis.
***Must meet IPFW dual credit qualifications in order to take as dual credit**

## Trigonometry
## [MA 15400 Algebra & Trigonometry II dual credit thru IPFW] Grades 10-12 * 1 Credit * 1 Semester

Trigonometry provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Trigonometry provides the foundation for common periodic functions that are encountered many disciplines, including music, engineering, medicine, and finance (and nearly all other STEM disciplines). Trigonometry consists of seven strands: Conics, Unit Circle, Geometry, Periodic Functions, Identities, Polar Coordinates, and Vectors. Students will also advance their understanding of imaginary numbers through an investigation of complex numbers and polar coordinates. A strong understanding of complex and imaginary numbers is a necessity for fields such as engineering and computer programming. The eight Process Standards for Mathematics apply throughout the course.
Together with the content standards, the Process Standards prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.
***Must meet IPFW dual credit qualifications in order to take as dual credit**

## Probability & Statistics
### Grades 11-12 * 1 Semester * 1 Credit

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. The use of graphing calculators and computer

programs is encouraged.
**Prerequisite:** Algebra II

### AP Calculus AB
**Grades 11-12 * 2 Semesters * 2 Credits**

Calculus AP, Advanced Placement is a course based on content established by the College Board. Calculus AP is primarily concerned with developing the students' understanding of the concepts of calculus and providing experience with its methods and applications. The course emphasizes a multi-representational approach to calculus, with concepts, results, and problems being expressed graphically, numerically, analytically, and verbally. The connections among these representations also are important. Topics include: (1) functions, graphs, and limits; (2) derivatives; and (3) integrals. Technology should be used regularly by students and teachers to reinforce the relationships among the multiple representations of functions, to confirm written work, to implement experimentation, and to assist in interpreting results. A comprehensive description of this course can be found on the College Board AP Central Course Dscription web page at: http://apcentral.collegeboard.com/apc/public/repository/ap-calculus-course-description.pdf. Advanced Placement (AP) Courses are intended to be the equivalent to the comparable college level course.
**Prerequisite:** Pre-Calculus with grade of B or better & if taken as dual credit student must have completed Pre-Calculus (MA 15300 & 15400) as dual credit through IPFW
**Requirement:** Recommendation of the Department

## MULTIDISCIPLINARY COURSES

### Career Information & Exploration (JAG)
**Grades 11 & 12 * 2yr. Program * 4 Credits (Elective Credit)**

JAG, Jobs for America's Graduates is designed to assist students successfully transition from high school to post-secondary training, employment, and/or military services, by eliminating barriers that may prevent or delay success. Students learn to set goals, develop job readiness skills, as well as learn of the local labor market through employer contact, speakers, job shadowing, internships and tours of businesses and industries. JAG requires students to participate in a student-led Career Association to demonstrate social and civic responsibility.
Career Association membership will also help build leadership skills and help students learn how to work effectively in a group setting. Students may be required to participate in activities outside the normal school day. Group and individual instruction in attaining employability skills is based on a set of 37 core competencies. Students must participate in follow up services for 12 months after graduation.

### Work Based Learning Capstone, Multiple Pathways
**Grade 12 * 1-2 Semesters * 1-6 Credits**

The Work Based Learning Capstone is an instructional strategy that can be implemented as a stand-alone course or a component of any CTE course that prepares students for college and career. This strategy builds students' skills and knowledge in their chosen career path or furthers their study within the area of interest. A standards based training plan is developed by the student, teacher, and workplace mentor to guide the student's work based learning experiences and assist in evaluating achievement and performance, whether WBL is a
stand-alone course or a component of a discipline-specific CTE course.

In the stand-alone WBL courses, students have the opportunity to apply the concepts, skills, and dispositions learned in previous coursework in their pathways in real world business and industry settings. Therefore, at least two courses in a student's pathway would be a prerequisite to the student enrolling in the stand-alone WBL courses.

There are several models of Work Based Learning. A school may choose to use a single model or differentiate instruction by using multiple models depending on a student's pathway and career objectives. The models are:

- Apprenticeship
- Cooperative
- Internship
- School Based Enterprise
- Service Learning Based

**Prerequisite:** Preparation for College & Careers and **4** other credits in a specific pathway

## Physical Education/Health Department

## Physical Education

The list of activities at each grade level reflects the current philosophy of the P.E. department as well as the trend toward learning lifetime fitness skills. Not only will the activities listed improve students' cardiovascular, muscular, and flexibility fitness, it will also expose students to a variety of fitness activities so that their fitness knowledge will increase the likelihood of being a physically fit adult. Students will be required to complete assessments that include written and performance based skills at MJSHS.
Physical Education is largely based upon students' participation in class activities. Any student who refuses to bring the proper clothes and participate in activity does not deserve a passing grade regardless of any other work completed.

**DRESS: Athletic apparel (at teacher's discretion)**

**Tops: T-shirt (no cut-offs or tank tops)**
**Bottoms: athletic shorts, sweats, wind pants, leggings, yoga pants (no spandex shorts)**
**Shoes: athletic shoes**

**If dress code isn't followed, it will result in a deduction of points.**

## Physical Education/Health & Wellness 7

**Grade 7 * 1 Semester * No Credit**

Junior high school health education provides for the continued development of attitudes and behaviors related to becoming a health-literate individual. This course includes the major content areas in a planned, sequential, comprehensive health education curriculum as expressed in the Indiana Health Education Proficiency Guide: (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) Prevention of Unintended Inquiry and violence; and (10) Health Promotion and Disease Prevention.
This course focuses on skill and skill application that will assist students in building competencies for health literacy. These may include decision-making skills, stress management skills, social skills, and assertiveness skills. The adolescent student has instructional opportunities to investigate how health behaviors impact health, well-being, and disease prevention and to accept personal responsibility for health-related decisions.

## Physical Education 8

**Grades 8 * 1 Semester * No Credit**

Physical education 7$^{th}$ and 8$^{th}$ grade emphasizes both health related and skill related fitness. Psychomotor skills continue to be developed and refined through: 1) participation in a variety of individual, dual, and team sports. 2) Rhythmic activities 3) fitness activities; 4) Aquatics; 5) Lifetime recreational activities. This coeducational course addresses the application of rules and strategies, sportsmanship, and cooperative skills. It also provides opportunities for developing an understanding of physiological changes that occur as a result of physical activity and exercise. Ongoing assessment includes both written and performance based skill evaluations.

## Physical Education I

**Grade 9 * 1 Semester * 1 Credit**

Physical Education I emphasizes developing skills and habits for lifetime fitness activities. The goal of a physically educated student is to maintain appropriate levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition necessary for a healthy and productive life. The activities in this course will vary, but possible activities include but not limited to: Fitnessgram Assessment, Football, soccer, volleyball, badminton, tennis, basketball, table tennis, baseball, kickball, weight room and aquatics. This course is required to meet state graduation requirements. Adapted physical education will be offered, as needed, in the least restrictive environment.

## Physical Education II

**Grade 9 * 1 Semester * 1 Credit**

This course provides students with the opportunity to increase their level of fitness and knowledge of fitness concepts. The goal of a physically educated student is to maintain appropriate levels of cardiorespiratory endurance, muscular strength and endurance, flexibility and body composition necessary for a healthy and productive life. The activities in this course will vary, but possible activities include but not limited to : Fitnessgram Assessment, Football, soccer, volleyball, badminton, tennis, basketball, table tennis, baseball, kickball, weight room and aquatics. This course is required to meet state graduation requirements. Adapted physical education will be offered, as needed, in the least restrictive environment. Students may apply to waive PE II credit through the PE proficiency credit option. See your counselor or PE Department chair for information about this option.

## Health & Wellness Education

**Grade 10 * 1 Semester * 1 Credit**

In this course, students are provided with opportunities to explore the effect of health behaviors on an individual's quality of life. This course assists students in understanding that health is a lifetime commitment by analyzing individual risk factors and health decisions that promote health and prevention of disease. Students are also encouraged to assume individual responsibility for becoming competent health consumers. A variety of instructional strategies, including technology, are used to develop health literacy. Health Education includes the major content areas in a planned, sequential, comprehensive health education curriculum as expressed in Indiana Health Education Standards Guide: 1) Growth and Development; 2) Mental and Emotional Health; 3) Community and Environmental Health; 4) Nutrition; 5) Family Life; 6) Personal Health; 7) Alcohol, Tobacco, and Other Drugs; 8) Prevention of Unintentional Injury and Violence; and 9) Health Promotion and Disease Prevention.

## Physical Education II Waiver/Proficiency

**Grades 9-12 * 1 Semester * 1 Credit**

The assessment portfolio is a semester course focusing on the Indiana DOE Physical Education Standards, physical fitness testing, journal reflections, personal fitness plan and end of the season reports. The intent of the portfolio is that it must be completed throughout the student's participation in the sport activity of choice for the waiver semester. The course must focus on instructional strategies through a planned, sequential and comprehensive curriculum which provides students with opportunities to actively participate in at least four of the following; team sports, dual sports activities, individual physical activities, outdoor pursuits, self-defense and martial arts, aquatics, gymnastics, and dance, all within the framework of lifetime physical activities and fitness. If a sport season is completed before the end of the semester or begins late in the semester, as student will need to plan an exercise/activity program for 3-4 days a week of 45-60 minutes each session for that portion of the semester. The activities/exercise must cover the 5 components of health-related physical fitness. Letter grades of A, C or F will be awarded by the physical education department chair on journal reflections for a semester grade which will be figured in the student's cumulative grade point average.
The application and approval for the PE credit waiver must be completed prior to the first day of the semester corresponding to that sports season. The application to participate in fall sports must be completed

prior to the first day of school; winter and spring sports must be completed prior to the first day of semester 2.
**Prerequisite:** Pass Physical Education I with a B or higher and Dept. Chair Approval

### Elective PE: Weight Training
**Grades 10-12 * 1-6 Semesters * 1-6 Credits**

Elective Physical Education, a course based on selected standards from Indiana's Academic Standards for Physical Education, identifies what a student should know and be able to do as a result of a quality physical education program. The goal of a physically educated student is to maintain appropriate levels of cardio-respiratory endurance, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life. Elective Physical Education promotes lifetime sport and recreational activities and provides an opportunity for an in-depth study in one or more specific areas. A minimum of two of the following activities should be included: team sports; dual sports activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance. 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 skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEP's and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc **Prerequisites:** Physical Education I and II

### Elective PE: Lifetime Recreation & Sports
**Grades 10-12 * 1-6 Semesters * 1-6 Credits**

This course is for the student who wants to participate in high-level and challenging individual, partner and team sports activities and learn about organizing competitions, officiating and creating group activities. In addition to actively participating in fitness routines, skill drills and competitions, students will have the opportunity to teach, officiate and organize group activities. Students are expected to learn and demonstrate advanced skills and strategies to assist them in performing at high levels of play.
**Prerequisites:** Physical Education I and II

## SCIENCE DEPARTMENT

### Science 7
**Grade 7 * 2 Semesters * No Credit**

7th grade Science is a two semester, standards-based overview of topics in earth and physical science. Students develop a foundation for understanding scientific principles through inquiry. An emphasis is placed on laboratory skill development, critical thinking and problem solving.
Science, math, and technology are connected using real world applications. Topics include:
Nature of Science, Plate Tectonics, Earthquakes & Volcanoes, Rocks & Minerals,

Weathering & Erosion, Biochemistry, Oceans, Solar System, Stars, Solids, Liquids, & Gases, Elements & the Periodic Table.

## Science 8

**Grade 8 * 2 Semesters * No Credit**

8th grade Science is a two semester, standards-based overview of topics in life and environmental science. Students further develop an understanding of scientific principles through inquiry. The emphasis is still placed on laboratory skill development, critical thinking and problem solving. Science, math, and technology are connected using real world applications.
Topics include: Nature of Science, Scientific Measurement, Water on Earth, Living Things, Cell Biology, Genetics, and Ecology.

## Biology Honors

**Grade 8 & 9 * 2 Semesters * 2 Credits**
**(By invite only for 8th grade students)**

The Honors Biology 8 class is a project-based, in depth look at a wide range of science topics, including those covered in Biology I. The class is based on the Indiana Academic Standards but goes far beyond normal classroom expectations. The course uses a conceptual framework that promotes higher-order thinking , collaboration, use of technology, and encourages the transfer of knowledge from one situation to another. Students who will enjoy and excel in this class are the ones who already have basic science literacy and want to explore various topics at a more meaningful and personal level. Self-motivation and discipline are essential skills for success in this atmosphere. **Selection for this class is based on an application, student achievement, and/or teacher recommendation.**

## Biology I

**Grade 9 * 2 Semesters * 2 Credits**

Biology I provides students with a study of the structures and functions of living organisms and their interactions with their environment. The roles of organisms within populations, communities and ecosystems are studied. Through laboratories and field investigations, this study explores the processes, ecology, cell structure and function, inheritance, natural selection and evolution. This course is required for graduation.

## AP Environmental Science
## [BIOL 120 Environmental Science dual credit thru Ivy Tech]

**Grade 12 * 2 Semesters * 2 Credits**

AP Environmental Science is a highly interdisciplinary course that integrates the natural sciences, social sciences and humanities in a holistic study of our world. Students will be instructed in various data

gathering techniques both in the field and in the laboratory. The quantification and interpretation of data will be emphasized. A minimum of one class period per week will be spent doing fieldwork or laboratory investigations. Environmental Science, Advanced Placement is a course based on content established by the College Board. Students enrolled in AP Environmental Science investigate the scientific principles, concepts, and methodologies required to understand the interrelationships of the natural world, to identify and analyze environmental problems both natural and human-made, to evaluate the relative risks associated with these problems, and to examine alternative solutions for resolving and/or preventing them. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at: http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html Advanced Placement (AP) Courses are intended to be the equivalent to the comparable college level course. Most AP courses require instructional time equivalent to two traditional semesters, or one academic year in order to adequately address the course content and prepare students for the associated exam. Summer research participation is required to enroll in this class.
**Prerequisites:** Biology I, Anatomy & Physiology OR AP Biology
***Must meet Ivy Tech dual credit qualifications in order to take as dual credit**

## Anatomy & Physiology

**Grades 10-12 * 2 Semesters * 2 Credits**

Anatomy and Physiology provides students with an in-depth study and extended laboratory investigation into the internal structures and functions of the human body. Students will develop methods of scientific inquiry, problem-solving skills, and methods of research. Anatomy and Physiology topics are designed for those who are interested in pursuing a medical or veterinary career.
**Prerequisites:** Biology I & Recommendation of the instructor

## Integrated Chemistry-Physics

**Grades 10-12 * 2 Semesters * 2 Credits**

Newton's laws, motion, and energy are physics topics covered in the physics portion of this course. A study of the structure of matter and the changes in structure that occur in chemical reactions are included during the chemistry portion of this course. Activities, lectures, and demonstrations are used as tools for learning. This course is in the Tech Prep curriculum, but is also recommended for college bound students who wish to increase their scientific knowledge before taking more difficult science courses.

## Chemistry I

**Grades 9-12 * 2 Semesters * 2 Credits**

A study of the structure of matter and the changes in structure that occur in chemical reactions are included in the first year of chemistry. A thorough knowledge of algebra is very helpful in working the problems. Laboratories, lectures, and demonstrations of chemical reactions are used as tools for learning.

**Prerequisites:** Passed Algebra I and Geometry or be concurrently enrolled in Geometry & Biology I

## Chemistry AP

**Grades 10-12 * 2 Semesters * 2 Credits**

Chemistry II is an extended laboratory, field, and literature investigations-based course. Students enrolled in Chemistry II 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 methods of scientific inquiry to answer chemical questions and solve problems concerning personal needs and community issues related to chemistry.
**Prerequisites:** Passed Chemistry I & Algebra II

## Physics I

**Grades 11-12 * 2 Semesters * 2 Credits**

Physics I aids students in synthesizing the fundamental concepts and principles concerning matter and energy through the laboratory study of mechanics, wave motion, heat, light, electricity, magnetism, electromagnetism, and atomic and nuclear physics. Problem-solving is stressed when studying these areas. Computer interface laboratories, which use the computer as a data collector, will be used extensively for the lab portion of the class. Each year an optional, overnight field trip will be taken to Disney World to see physics in action.
**Prerequisite:** Passed Pre-Calculus or concurrently enrolled

## AP Biology

## [BIOL 101 Introduction to Biology dual credit thru Ivy Tech]

**Grades 11-12 * 2 Semesters * 2 Credits**

AP Biology is a rigorous and demanding course that is the equivalent of an introductory college biology course. The content will be covered in more depth and greater expectations will be placed on interpretation and analysis of information than in previous biology courses. In addition, statistical analysis of data and modeling of concepts will be expected. There is an emphasis on scientific thinking and analytical thinking and the class will be structured to allow time for labs and classroom discussions. The AP Biology curriculum encompasses 4 “big Ideas,” with Essential Knowledge and Process Skills that support each one:
Big Idea 1: Evolution-the process of evolution drives the diversity and unity of life.
Big Idea 2: Cellular Processes (Energy and Communication)- Biological systems utilize free energy and molecular building blocks to grow.

Big Idea 3: Genetics and Information Transfer-living systems store, retrieve, transmit, and respond to information essential to life processes.
Big Idea 4: Interactions-Biological systems interact and these systems and their interactions possess complex properties. Summer research is required for enrollment in this class.
**Prerequisite:** Biology I, Chemistry I, or Chemistry AP
***Must meet Ivy Tech dual credit qualifications in order to take as dual credit**

# SOCIAL STUDIES DEPARTMENT

## Social Studies 7

**Grade 7 * 2 Semesters * No Credit**

In Grade Seven, students will study the regions and nations of Africa, Asia, and the Southwest Pacific, including historical, geographical, economic, political, and cultural relationships. This study includes the following regions: Africa, Southwest and Central Asia, South Asia, Southeast Asia, East Asia, and the Southwest Pacific (Australia, New Zealand, and Oceania). Students will examine key historic movements, events, and figures in these regions from early civilizations to early modern times and explore the interconnections of people, places, events, and developments. They will compare and contrast different forms of government and the rights and responsibilities of individuals in different political systems. Students will identify different climate regions, locate major physical features, countries and cities of Africa, Asia, and Southwest Pacific, and describe the influence of physical and cultural factors upon economic systems. They will trace the influence of cultures of the past on present societies and analyze the impact of artistic, scientific, and technological innovations on the cultures of Africa, Asia and the Southwest Pacific. Students will form research questions as they use, interpret and evaluate a variety of information resources, such as maps, globes, locational technology, Geographic Information Systems, atlases, databases, and web sites. They will use literature such as legends, myths and folklore and artifacts, works of art, music, and architecture to gain understanding of the societies of Africa, Asia, and the Southwest Pacific. They will use communication skills, charts, graphs, and other organizers to compare data and report their findings.

## Social Studies 8

**Grade 8 * 2 Semesters * No Credit**

In Grade Eight, students will study United States history, including a review of
key ideas, events, and movements related to the discovery, exploration, and colonization of America, as well as the revolutionary and founding eras. Emphasis should be given to the principles of the Constitution of the United States and other founding-era documents and their applications to subsequent periods of national history and to civic and political life; the constitution of Indiana; geographic and economic factors related to national development and westward expansion; and the changes brought about by the Civil War and Reconstruction period. Students will examine major themes, issues, events, developments, and figures in United States history and explore their relationship to contemporary issues and current events. They can name and locate the major physical and cultural features of the United States and use geographic skills and technology to examine the relationship of geographic and economic factors. Students will examine the influence of artistic movements, scientific developments, and changes in technology on cultural life and describe the challenges faced and contributions made to American society by social, racial, and cultural groups. Students will read and examine historical narratives to identify multiple perspectives, interests, and points of view. They evaluate a variety of information resources to distinguish fact from opinion and analyze cause-and-effect relationships. They will form research questions and seek answers by analyzing primary

sources, such as autobiographies, diaries, maps, photographs, letter, government documents, and secondary sources, such as biographies and nonfiction books, articles, statistical data, geographic technology, and web sites. They will use communication skills and charts, graphs, and other organizers to compare data and report their findings.

## AP Human Geography

**Grade 10 * 2 Semesters * 2 Credits**

AP Human Geography is a course based on the content established and copyrighted by the College Board. The course is not intended to be used as a dual credit course. The AP Human Geography course is equivalent to an introductory college-level course in human geography. The course introduces students to the systematic study of patterns and processes that have shaped human understanding, use, and alteration of Earth's surface. Students employ spatial concepts and landscape analysis to examine socioeconomic organization and its environmental consequences. They also learn about the methods and tools geographers use in their research and applications. The curriculum reflects the goals of the National Geography Standards (2012). Topics include: Geography: its Nature and Perspectives; Population and Migration; Cultural Patterns and Processes; Political Organization of Space; Agriculture, Food Production, and Rural Land Use; Industrialization and Economic Development; and Cities and Urban Land Use.

## United States History

**Grades 11-12 * 2 Semesters * 2 Credits**

United States History builds upon concepts developed in previous studies of U.S. History. Students are expected to identify and review significant events, persons, and movements in the early development of the nation. The course then gives major emphasis to the interaction of key events, people, and political, economic, social, and cultural influences in national developments from the mid nineteenth century through the present. Students are expected to trace and analyze chronological periods and examine the significant themes and concepts in
U.S. History. They will develop historical thinking and use primary and secondary sources to explore topical issues and to understand the cause for changes in the nation over time.

## AP United States History

**[HIST 103 & HIST 113 dual credit thru Trine University]**

**Grades 11-12 * 2 Semesters * 2 Credits**

United States History, Advanced Placement is a course based on the content established by the College Board. The course has a chronological frame from 1492 to the present and focuses on multiple causation and change in United States history over time. A variety of historical themes are examined in order to place the history of the United States into larger analytical contexts.
Students are expected to analyze and interpret primary sources and develop awareness of multiple interpretations of historical issues in secondary sources. Historical events and issues in

U.S. History are to be examined from multiple perspectives.

## United States Government

**[POLS 101 Introduction to American Gov't & Politics dual credit thru Ivy Tech]**
**Grade 12 * 1 Semester * 1 Credit**

This course has the following areas of study: democratic systems and institutions, the American presidency, the American legislative system, the American judicial system, and international political, economic and alliance systems. Current events are an integral part of this course. A country study research project and/or competition of E-Congress is required to complete this course.
United States Government dual credit is a course based on content established by the College Board. Topics include: (1) constitutional underpinnings of United States government, (2) political beliefs and behaviors, (3) political parties, interest groups, and mass media, (4) institutions of national government, (5) public policy, and (6) civil rights and civil liberties.

## Economics

**Grade 12 * 1 Semester * 1 Credit**

This course includes a review of pertinent economic theories and laws. Units
of study include: the American economic system; supply, demand and market price; launching, managing and financing a business; production; marketing; investing in the stock markets; personal finance; and the global economy. Interactive, computer based simulations are an integral part of this course.
This course is required to meet state requirements for graduation.

## Psychology

**Grades 11-12 * 1 Semester * 1 Credit (Directed Elective or Elective for all diplomas)**

Psychology is a one semester elective course in the study of human behavior and mental processes. The first part of this course focuses on the history of psychology, the methods of psychology, and how the body and mind work together to influence behavior. We will also study learning, memory, thinking, and intelligence as areas of cognition. The second half of the course will focus on the developmental stages of children, adolescents, and adults. There will be a special focus on the psychological effects of bullying and other developmental challenges that impact the individual. Finally, the second half of the course will conclude with a study of personality, gender roles, and stress as it relates to psychological behavior and thoughts. The goal of the course is to relate to the world of psychology on a personal level and to help develop interest in this field.

## Geography & History of the World

**Grades 9-12 * 2 Semesters * 2 Credits**

Geography and History of the World is designed to enable students to use geographical tools, skills and historical concepts to deepen their understanding of major global themes including the origin and spread of world religions; exploration; conquest, and imperialism; urbanization; and innovations and revolutions. Geographical and historical skills include forming research questions, acquiring information by investigating a variety of primary and secondary sources, organizing information by creating graphic representations, analyzing information to determine and explain patterns and trends, planning for the future, and documenting and presenting findings orally or in writing. The historical geography concepts used to explore the global themes include change over time, origin, diffusion, physical systems, cultural landscapes, and spatial distribution/patterns and interaction/relationships. Students use the knowledge, tools, and skills obtained from this course in order to analyze, evaluate, and make predictions about major global developments. This course is designed to nurture perceptive and responsible citizenship, to encourage and support the development of critical thinking skills and lifelong learning, and to help prepare Indiana students for the 21st Century.

### Indiana Studies
**Grades 9-12 * 1 Semester * 1 Credit**

Indiana studies is an integrated course that compares and contrasts state an national developments in the areas of policies, economics, history, and culture. The course uses Indiana history as a basis for understanding current policies, practices, and state legislative procedures. It also includes the student of state a national constitutions from a historical perspective and as a current foundation of government. Examination of individual leaders and their roles in a democratic society will be included and student will examine the participation of citizens in the political process. Selections form Indiana arts and literature may also be analyzed for insights into historical events and cultural expressions.

### Ethnic Studies
**Grades 9-12 * 1 Semester * 1 Credit**

Ethnic Studies provides opportunities to broaden students' perspectives concerning lifestyles and cultural patterns of ethnic groups in the United States. This course will either focus on a particular ethnic group or groups, or use a comparative approach to the student of patterns of cultural development, immigration, and assimilation, as well as the contributions of specific ethnic or cultural groups. This course may also include analysis of the political impact of ethnic diversity in the United States.

## SPECIAL EDUCATION DEPARTMENT

The special education department at Manchester High School provides services to all qualified students through regular classes, study hall assistance and the resource classes outlined below. Contact a guidance counselor to determine appropriate services.

### Transition Classroom 2017-2018
**Grades 7-12 * 2 Semesters * 3-6 Credits**

**Overview:** Students will be working on individualize lessons to meet their academic needs. Students will be going to We Can at Heartland Career Center 2 days a week to complete pre-vocational jobs. Students will go into the community to complete community based instruction in a variety of settings including but not limited to: grocery stores, Nordmann's Nook, Peabody, Wal-Mart, Library, Walmart, swimming, bowling, Big R, Mission Store, Salvation Army Store.

**Supplies:** Each student will need a change of clothes, personal care items (toothbrush, toothpaste, deodorant, etc.), a book bag, pencil, notebook, glue sticks (to be replenished as needed), tissues, and any individual supplies needed for your child's success (to be replenished as needed).

**Reports:** Students will receive progress reports each nine weeks. Daily communication pages will go home with students to share information about their day.

**Homework:** Students will have a daily page to complete about their evening to share with the class the next day. Students will also have weekly homework activities to complete with family support as needed. Parents can communicate any questions or concerns with Mrs. Vogel. The goal of the homework is to promote communication and independence for the students.
**Absences:** Please let the office or Mrs. Vogel know as soon as possible about an absence.

Any questions please contact Mrs. Vogel at 260-571-2568 before 8:30 pm and after 6:30 am. You can also email Mrs. Vogel at erica_vogel@mcs.k12.in.us

## Basic Skills Development

### Grades 9-12 * 2 Semesters * 3-6 Credits

The ultimate goal for each student in the Basic Development Skills class is the successful application of independent living skills and work skills in his or her community. The Basic Development Skills class has been created to teach non-diploma Special Needs students the job of daily life and living with others within their community. This two or three period class provides instruction in the areas of:

- **Interpersonal skills** (disability awareness; self advocacy; interpersonal communication;initiative/dependability; anger management; conflict resolution; self esteem and self confidence)
- **Independent living skills** (money management; clothing care; food preparation; time management; personal health care; healthy relationships)
- **Pre-employment skills** (basic work behaviors, attitudes and habits; job seeking skills, basic customer service and effective communication with others; vocational exploration)
- **Leisure skills** (exploration of interests and community resources)
- **Basic workplace literacy** (reading; math; job-related skill development)
- **Vociational training** (real work experience by volunteering weekly at local businesses)