

Archbold

High

School



*Student Service Handbook
and
Curriculum Guide*

2012 - 2013

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ARCHBOLD AREA SCHOOLS MISSION STATEMENT

The Archbold Area Schools are committed to the pursuit of continuous improvement in the quality of education that stresses teamwork, integrity, the dignity of the individual, and a desire to make a positive difference in the greater community. Through the cooperative efforts of parents, teachers, students, and community members, an environment will be established where students have the opportunity to develop a **Joy for Learning** and an appreciation for the principles that will improve their **Quality of Life**.

It is the policy of the Archbold Area Schools' Board of Education that no student or employee shall be discriminated against because of race, color, religion, national origin, sex, or physical handicap.

GUIDANCE AND COUNSELING SERVICES

Archbold High School has two counselors, a freshmen/sophomore counselor and a junior/senior counselor. Information can be accessed through the school website: www.archbold.k12.oh.us. Click on the link for the High School. At the top of the page, there will be a link for "Guidance."

SCHEDULING CLASSES

Suggestions For Scheduling

Students are encouraged to review their educational goals with their parents, teachers, and school counselor in order to tailor their program to meet their plans for graduation. Consider, too, post-graduate plans to ensure adequate preparations are being made to meet these goals. The following will help to select and continue in an appropriate program of study:

- Include all the courses necessary to meet graduation requirements.
- Review thoroughly the courses available.
- Be realistic about your ability and aptitude when selecting your high school courses.
- Consider the pre-requisites and recommendations necessary to take each course
- Consider the grades you have earned in the past.
- Consider your interests and take courses that will increase your knowledge in these areas.
- Discuss course selections with parents, teachers, and counselor prior to registration.
- Consider entrance requirements at the post-secondary school in which you are interested.
- Consider entrance requirements for jobs that do not require a 4-year college degree.

Extensive thought and planning given to registration will help ensure a rewarding and successful high school experience.

Acceptable Time For Schedule Changes

1. After the completion of summer school.
2. Any time a student has a physical or mental impairment.
3. Changes in the schedule should be requested as soon as possible because classes do fill up. **No classes may be added after the first 10 school days of a semester.**
4. Pre-requisites must be completed before scheduling of a given course.
5. All withdrawals from courses must be **WITHIN THE FIRST 10 days** of each semester and require teacher and counselor permission or **will result in an "F" for the semester**. This grade will appear on the student's permanent record and will be figured into the cumulative grade point average. Only the principal may grant an exception to this rule.
6. A student may change LEVELS of courses anytime within a content area UPON ADMINISTRATIVE APPROVAL.
7. A student may repeat a previously passed course, but no duplication of credit will be given. The cumulative grade point average will reflect the grade the student received in the course the second time.

COURSE/GRADUATION REQUIREMENTS

A student must carry a minimum of 3.0 credits each semester. All courses must be taken in sequence. Failure in a sequential course means the course must be remediated or retaken.

Students may NOT be enrolled in more than one every day (1) study hall per semester (or the maximum of 8 study halls per week). Exceptions may be made only with the principal's permission.

Physical education is required of all students (2 years). This requirement may be waived for students who have physical handicaps and who present a signed statement by a medical doctor stating that participation in physical education will impair his/her health. This statement is required EACH semester.

Any student who has not earned the appropriate credits and fulfilled the appropriate requirements for graduation will NOT participate in the graduation ceremonies.

Graduation Requirements (Class of 2013)

To graduate from Archbold High School, students must have earned 21 credits. Credits must include the following:

English	4 credits (does not include Speech)
Social Studies	3 credits (1 Global Studies; 1 US Studies; 1 Government)
Mathematics	3 credits
Science	3 credits (1 Phy. Sci.; 1 Biology and 1 additional science)
Health & P.E.	1 credit (.5 health and .5 PE)
Business/Tech/Fine Arts/ Foreign Language	1 credit or two .5 credits (.5 Economics required) Additional .5 in Business, Tech, Fine Arts, or Foreign Language
Electives	6 credits

Four County Career Center or Tech Prep Requirements (Class of 2013)

Students attending **Four County Career Center** must have 21 credits to graduate from Archbold High School. Credits must include the following:

English	4 credits
Social Studies	3 credits (1 Global Studies; 1 US Studies, .5 Government; .5 elective)
Math	3 credits
Science	3 credits (1 Phy. Sci.; 1 Biology and 1 additional science)
Health & P.E.	1 credit (.5 Health and .5 PE)
Business/Tech/Fine Arts/ Foreign language	1 credit
Electives	6 credits

Graduation Requirements (Classes 2014 and beyond)

To graduate from Archbold High School, students must have earned 21 credits. Credits must include the following:

English	4 credits (does not include Speech)
Social Studies	3 credits (1 Global Studies; 1 US Studies; 1 Government)
Mathematics	4 credits (must include equivalent of Algebra II)
Science	3 credits (1 Phy. Sci.; 1 Biology and 1 additional science)
Health & P.E.	1 credit (.5 health and .5 PE)
Economics or Cons. Econ.	.5 credit
Electives	5.5 credits

Four County Career Center or Tech Prep Requirements (Classes 2014 and beyond)

Students attending **Four County Career Center or Tech Prep** must have 21 credits to graduate from Archbold High School. Credits must include the following:

English	4 credits
Social Studies	3 credits (1 Global Studies; 1 US Studies, .5 Government; .5 elective)
Math	4 credits (must include equivalent of Algebra II)
Science	3 credits (1 Phy. Sci.; 1 Biology and 1 additional science)
Health & P.E.	1 credit (.5 Health and .5 PE)
Electives	6 credits

Students must pass all portions of the Ohio Graduation Test.

Any student returning to Archbold High School from Four County Career Center must meet the same graduation credit requirements as Archbold High School students.

Incompletes and Failures

Incomplete grades are a **STUDENT'S** responsibility and must be taken care of within one week of the end of the 9 weeks, or the Incomplete will result in a "F". A course for which a student receives an "F" grade means that a student receives **NO** credit for that course and the course **MUST** be remediated if the course is a requirement for graduation. The principal must approve any exception to this policy.

Credit Recovery Options

Students have a variety of options to recover failed credits. **All such courses must be taken under supervision and must have the approval of the guidance counselor before enrolling in such courses if credit is desired.** Courses may be taken only from fully authorized accredited institutions. These courses must be approved by a counselor or administration and are graded on a pass/fail basis.

Make-ups After Absences

It is the **STUDENT'S** responsibility to make arrangements to complete work missed during any absence. These arrangements should be made prior to the absence or the day the pupil returns to school.

Early Graduation

Students who choose to complete their high school education in less than eight semesters must meet all requirements for a diploma as set forth by the State of Ohio and Archbold Area Schools. Students may NOT meet these graduation requirements by taking required courses through summer school at Four County or correspondence school unless these courses are being repeated to make up the credit. Students who plan to graduate early must meet with the guidance counselor, principal and the student's parents during the student's junior year.

HONOR ROLL AND CLASS RANK

The honor roll for each nine-week period is determined by point average on student grade cards. Each class grade used is on a 4-point scale (A=4, B=3, C=2, D=1, F=0). All classes at AHS are used to determine GPA. To be named on the honor roll at Archbold High School a student must have a 3.0 average and be enrolled in at least 2 courses at the high school. To be named on the alpha roll a 3.7 average must be met, along with the other requirements listed above for the honor roll. Students enrolled in a Post-Secondary Enrollment Options Program must be enrolled in 2 academic courses (defined as those earning 1/2 credit per semester) at AHS to be eligible for the honor roll.

Class rank is determined by assigning points to a student's semester grades. A point average is determined, and then the averages are ranked from the highest to the lowest. The following is the grading scale for point average and rank:

A	4.0	C-	1.7
A-	3.7	D+	1.3
B+	3.3	D	1.0
B	3.0	D-	.7
B-	2.7	F	0.0
C+	2.3		
C	2.0		

District-wide grading scale:

93 – 100 = A	70 – 72 = C-
90 – 92 = A-	67 – 69 = D+
87 – 89 = B+	63 – 66 = D
83 – 86 = B	60 – 62 = D-
80 – 82 = B-	Below 60 = F
77 – 79 = C+	
73 – 76 = C	

AP Government, AP English, and AP Chemistry use a modified scale.

90.5 – 100 = A

65.5 – 68 = C-

87.5 – 90 = A-

62.5 - 65 = D+

84.5 – 87 = B+

57.5 – 62 = D

79.5 – 84 = B

54.5 – 57 = D-

76.5 – 79 = B-

73.5 – 76 = C+

68.5 – 73 = C

TYPES OF DIPLOMAS

Archbold High School will issue one of two diploma types upon completion of the criteria set forth by the State of Ohio Board of Education and the Archbold Area Local School Board of Education.

Regular Diploma

This diploma will be issued to those students who meet both of the following:

1. The graduation requirements set forth by the Archbold Area Local School Board of Education.
2. Students must pass all five sections of the Ohio Graduation Test (OGT).

Honors Diploma

The student who completes the college preparatory curriculum in the high school must meet any seven of the following 8 criteria:

1. Four units of English.
2. Four units of Mathematics which should include Algebra I, Algebra II, Geometry, and another higher level course.
3. Four units of Science, including Physics and Chemistry.
4. Four units of Social Studies.
5. Either three units of one Foreign Language or 2 units each of two Foreign Languages.
6. One unit of Fine Arts.
7. Maintain an overall high school cumulative grade point average of at least a 3.5 on a 4.0 scale up to the last semester of the senior year.
8. Obtain a composite score of 27 on the ACT or a combined score of 1210 on the SAT Verbal and Mathematics sections.

Career –Technical Honors Diploma

The student who completes an intensive career-technical education curriculum in the high school must meet 7 of the following 8 criteria:

1. Four units of English.
2. Four units of Mathematics which should include Algebra I, Algebra II, Geometry, and another higher level course.
3. Four units of Science, including Physics and Chemistry.
4. Four units of Social Studies.
5. Four units of Career-Technical Electives.
6. Maintain an overall high school cumulative grade point average of at least a 3.5 on a 4.0 scale up to the last semester of the senior year.
7. Obtain a composite score of 27 on the ACT or a combined score of 1210 on the SAT Verbal and Mathematics sections.
8. Achieve the proficiency benchmark established for the appropriate Ohio Career-Technical Competency Assessment or the equivalent.

AWARD OF MERIT

This certificate will be awarded by the State Board of Education to all those who meet the criteria specified in A and C or B and C below.

- A. College Prep Requirements
 1. English—4 units
 2. Mathematics—3 units (must include 1 unit of algebra and 1 unit of geometry or equivalent).
 3. Science—3 units (must include 2 units from among biology, chemistry, and physics).
 4. Social Studies—3 units (must include 2 units of history and .5 unit of civics or government).
 5. Foreign Language—3 units (must include no less than 2 units of any language for which credit is sought, i.e., 3 units of 1 language or 2 units each of two languages).
 6. Complete 2 units from one or more of the following, or 2 additional units from one or more of the areas listed in 1 through 5 above.
 - a. Business
 - b. Computer Science
 - c. Visual or Performing Arts
- B. Career-Technical Curriculum Requirements
 1. Complete a career technical occupational preparation program.
 2. Complete the following curriculum requirements:
 - a. English—4 units
 - b. Mathematics—3 units
 - c. Science—3 units
 - d. Social Studies—3 units

Applied academic credits earned via career-technical education shall apply to the criteria for the “Award of Merit.”

3. Complete two units from one or more of the following, or two additional units from one or more of the areas listed in B.2 above.
 - a. Business
 - b. Computer Science
 - c. Foreign Language
 - d. Visual or Performing Arts
- C. Performance Criteria (applies to both curricula)
1. Maintain above average attendance for grades 9 – 12 (compared to a rolling four-year state average). For 2010 the four-year state average is 94.23% attendance.
 2. Demonstrate outstanding achievement in the curriculum as evidenced by one of the following: earning the equivalent of an overall grade point average of 3.25 on a 4.0 scale for grades 9 through 12; earning the equivalent of an overall grade point average of 3.5 on a 4.0 scale for grades 11 and 12; or ranking in the top 25% of the class, whichever is more inclusive.
 3. Participate in co-curricular, extracurricular or community activities in accordance with procedures established by the district board of education.
 4. Demonstrate outstanding citizenship/character traits in accordance with criteria established by the district board of education.

Education Options

Post-Secondary Enrollment Option Program

The Post-Secondary Enrollment Option Program provides 9th through 12th grade students the opportunity to enroll, on a full or part-time basis, in non-religious courses at any state-assisted college or university or any institution holding a certificate of authorization to award degrees, issued by the Ohio Board of Regents.

Option A

This permits eligible students to enroll in college courses for college credit. Students electing this option will be required to pay all costs incurred, including tuition, books, materials, and fees.

Special Note: Under this option, college coursework successfully completed will not be part of the student's high school transcript, grade point average, and credit toward graduation, unless specifically requested by the student at the time of enrollment.

Option B

This option permits eligible students to enroll in college courses for college and high school graduation credit. Students electing this option will not be required to pay for tuition, books, materials, or fees associated with such courses. Under this option, college course work successfully completed will be a part of the student's high school transcript, grade point average, and credits toward graduation.

Students must return a "Letter of Intent to Participate" for the next school year by March 30th. Students and parents are required to participate in a counseling

session before the student is accepted into the Post-Secondary Enrollment Option. High school credit/s will be awarded for a course successfully completed, and such credit/s will count toward graduation requirements and subject area requirements of the school district. Grades earned in a course will be included as part of the student's high school transcript and cumulative grade point average. The maximum number of Carnegie Units a student may earn each academic year, rules regarding extracurricular activities, attendance, and all other restrictions shall follow the guidelines established for the Post-Secondary Enrollment Option Program.

Dual Enrollment Program

This program offers the opportunity for 9th through 12th grade students, who do not meet the eligibility requirements for the Post-Secondary Enrollment Option Program, to enroll in courses at an accredited post-secondary institution during the school day. Students electing this program are required to pay all costs incurred, including tuition, books, materials, fees, and transportation. Students must return a "Letter of Intent to Participate" for the next school year by March 30th. Students and parents are required to participate in a counseling session before the student is accepted into the Dual Enrollment Program. High school credit/s will be awarded for a course successfully completed, and such credit/s will count toward graduation requirements and subject area requirements of the school district. Grades earned in a course will be included as part of the student's high school transcript and cumulative grade point average. The maximum number of Carnegie Units a student may earn each academic year, rules regarding extracurricular activities, attendance, and all other restrictions shall follow the guidelines established for the Post-Secondary Enrollment Option Program.

At the completion of each semester, students in this program must ensure that a transcript is sent to the counselor's office. If this is not done, grades will not be included on the official transcript and the student may be considered deficient.

Courses that are intended to meet AHS graduation requirements must be on the pre-approved list or be pre-approved by the guidance counselors. If this is not done, the courses will count as electives, not graduation requirements. This list can be obtained from the counselor.

NOTE: Students participating in either the Post-Secondary Option or the Dual Enrollment programs must schedule a combined minimum of 6 credits for the school year. (This is the same expectation Archbold High School holds for full time high school students.)

Summer Courses

Students taking college courses during the summer shall be awarded high school credit for these courses. Students are required to pay all costs incurred.

Guidelines regarding credits/grades earned through such courses shall be the same as those for the Post-Secondary Option Program. **If students plan on the course counting toward graduation requirements, the course must be pre-approved by a guidance counselor.**

Tech Prep/College Preparatory Program

Tech Prep (Technology Preparation) in Ohio is a cooperative effort between business and industry, high school, and college to provide a well-rounded education that prepares students for employment in a technical occupation. It is a two-year program open to high school juniors from the four county area. Tech Prep prepares students to enter a two-year or four-year college, through a combination of academics, job readiness, and technical skill development.

Tech Prep is designed to prepare students for “high tech”, “high pay”, careers in such areas as Engineering, Computer Information Technology, Health Care, and Business Technology by blending college prep academics and technical subjects that emphasize problem-solving and critical thinking skills, as well as hands-on practical experience.

Students can earn college credit while in high school. Students gain experience working as part of a team. They work closely with business and industry to complete projects that are actually needed by the business/industry. For more specific information on Tech Prep, contact Four County Career Center.

Four County Career Center

The Four County Career Center is a unique opportunity for those students who may be interested in a particular program not offered at Archbold High School. Students who plan to attend the vocational school will have the credits needed to enter simply by completing the basic requirements for grades 9 and 10. Students must have 6.5 credits to apply to Four County (5 must come from core graduation courses). Students must have a minimum of 8 credits by the start of the Junior year to attend. While at Four County, students are members of Archbold High School and earn 7 credits each year toward graduation. Students who complete the program at the vocational school will graduate and receive diplomas from Archbold. In addition, students will receive a certificate of completion from Four County. The programs offered by Four County Career Center are:

Accounting & Business Management
Agricultural Diesel Mechanics
Auto Collision Repair
Automotive Technologies
Building Trades/Carpentry
Chef Training
Commercial & Graphic Arts
Computer Design/3D Modeling
Computer Networking & Repair (CISCO)
Cosmetology
Diesel Mechanics
Early Childhood Education
Electrical
Fire and Rescue
Floriculture
Health Careers
Hospitality Services
HVAC and Plumbing
Industrial Services
Interior Design
Landscape & Greenhouse Technologies
Law Enforcement and Security Tactics
Medical Office Technologies
Powersport Engine Technology
Pre-Engineering
Software Design and Web Development
Sports Fitness and Exercise Science
Teaching Professions (Senior only)**
Veterinarian Assistant
Welding Fabrication

Additional program information can be found at www.fourcounty.net.

**** Note – the only half day program AHS allows is the senior only Career Paths for the Teaching Profession.**

Once a student attends Four County and wishes to return to AHS, the following procedure should be followed:

1. Attend classes at Four County for two full weeks (10 days).
2. If, at that time, you decide it would be in your best interest to return to AHS, make an appointment to see a counselor at the vocational school to discuss the problem.
3. Following this, both you and your parents should come to the AHS guidance office to discuss classes, schedule, graduation requirements, etc.
4. Finally, check with your counselor to verify your schedule.

Advanced Placement

The Advanced Placement Program (AP) allows students to take college-level courses and exams, and to earn college credit or placement while still in high school. We will be offering AP Government, AP English, and AP Chemistry. The course content for these classes is based on the outline provided by the College Board. Courses are described under the course offering section of this guide.

Work Release

Seniors may also apply for early release (8th period only unless otherwise permitted by the principal) to go to work. Ask the guidance counselors for more information and for the application. To be eligible for this option, seniors must be on track for graduation, in good standing, and have passed all five portions of the 10th grade OGT. Students will be required to go to study hall 8th period if on the weekly eligibility list. Students may sign out when they are off the eligibility list.

ELIGIBILITY FOR SPORTS AND EXTRA-CURRICULAR ACTIVITIES

In order for a student to be eligible to participate in athletics, a student must be currently enrolled and must have been enrolled during the immediately preceding grading period. During the preceding grading period, the student must have received passing grades in a minimum of 5 one-credit courses, or the equivalent, which count toward graduation. (5 credit rule)

Also, any student receiving 2 F's in a grading period will be ineligible to participate the following grading period. (2 F rule) The student must maintain a 1.25 GPA to be eligible.

The eligibility of incoming freshmen (1st grading period) is contingent on the student passing 75% of those subjects carried the preceding grading period in which the student was enrolled.

Archbold High School also monitors student athletes' grades (including students attending Four County full or part time) on a weekly basis. Any student receiving 2 F's in one week will be ineligible to participate the following week. The 5 credit rule is also in effect each week; if a student athlete is not passing 5 credits in a given week, he/she will be ineligible to participate the following week.

Athletes becoming ineligible due to weekly eligibility lists may practice or not practice at the coach's discretion.

Athletics include all sports in which there is interscholastic competition according to Ohio High School Athletic Association rules. Extra-curricular activities include the following: Jazz Band, The Company, NHS, Class Officers, Mock Trial, French Club, Musical members, Student Council, FFA members, Intramurals, Solo & Ensemble competition, Quiz Teams, National FFA Convention, Drama productions, and Spanish Club. Other activities may be added as deemed necessary by the principal.

TESTING

10th Grade	PLAN Ohio Graduation Test (OGT) PSAT Test – Optional
11th Grade	PSAT Test – Optional American College Test (ACT) – Optional Scholastic Aptitude Test (SAT) – Optional AP Government
12th Grade	American College Test (ACT) – Optional Scholastic Aptitude Test (SAT) – Optional AP Government, AP English, and AP Chemistry in May

COLLEGE INFORMATION

College Tests

There are two national testing companies whose tests are used for college admission and/or placement. A student should always check the college catalog to verify which test is required by that college for admission. The two testing programs are the Scholastic Aptitude Test (SAT) and the American College Testing Program (ACT). The guidance office has practice ACT and SAT materials available to help prepare for these tests. In addition, both testing programs provide online sites for test preparation.

College tests MAY be taken more than once. Generally, colleges will use the highest score for admission consideration. If you are applying for a scholarship, it is to your advantage to take the college test several times for the highest score possible.

PLAN

This test is given in late fall to sophomores. It gives students a sense of academic skills and abilities, interests in a variety of work areas, overall knowledge of study skills, unique needs, plans, and goals. PLAN includes tests in English, mathematics, reading, and science reasoning. This experience helps the student prepare for the PSAT, ACT, or SAT.

PSAT/NMSQT (Preliminary Scholastic Aptitude Test/National Merit Scholarship Test)

This test is administered only during the month of October. Juniors and sophomores considering attending college are encouraged to take this exam. This exam measures math, verbal and writing skills. It can also give students practice and some indication for the National Merit Scholarship program, screen for the selection of finalists for the National

Merit Scholarship program, and enable a student to draw some comparisons between his or her and other college bound juniors' skills.

SAT (Scholastic Aptitude Test)

The SAT is a 3-hour test designed to measure how well students have developed verbal, writing, and mathematical skills. Scores are based on a scale of 200 to 800. The test is offered on national test dates throughout the year. Juniors are encouraged to take the SAT during the spring and seniors during early fall. Register online at www.sat.collegeboard.org.

ACT (American College Testing Program)

The ACT is a measure of scholastic aptitude in English, mathematics, reading, and science reasoning and is required for admission and placement by some colleges. Beginning in February 2005, an optional writing test has been included. Students should check with any college of interest to see if they require the writing portion. Most colleges and universities in Ohio prefer the ACT. Register online at www.actstudent.org.

AP Examinations (Advanced Placement Examinations)

The AP Examinations are administered each year in May and represent the culmination of college-level work in a given discipline within a secondary school setting.

College Freshman Eligibility Requirements for Athletics

NCAA Division I and Division II institutions have adopted certain academic requirements that must be met for a student to qualify for participation in intercollegiate athletics and for the receipt of athletically-related financial aid as a freshman. The following requirements apply to both male and female athletes:

- Send your SAT or ACT test scores to the NCAA Clearinghouse (this is done when registering for either test).
- Register with the NCAA Clearinghouse at www.eligibilitycenter.org
- Print the required forms and bring in to counselor for transcript release.
- Students entering NAIA institutions should refer to www.playnaia.org for requirements and registration

***It is the student/parent's responsibility to understand NCAA or NAIA rules and requirements for athletic eligibility.*

AHS COURSE SELECTIONS

AGRICULTURAL EDUCATION

Agricultural Education is the study of food, fiber, and natural resources and how they are maintained and developed. All students in the Agricultural Education program will participate in all three areas:

1. Classroom and Lab
2. FFA
3. Supervised Agricultural Experience (SAE)

The FFA is a national youth organization that allows the students to develop their potential for success through premier leadership, personal growth, and career success. FFA activities include local chapter meetings, state and national conventions, judging contests (or Career Development Events), serving as an officer or committee chair, many service-based projects, and leadership conferences.

The SAE component is the area where students develop their responsibility through some sort of project. Projects are to be done in addition to class time and may consist of ownership, job placement, home improvement, exploratory, or experimentation – all of which must have direct learning outcomes relating the field of Agriculture.

Agriculture, Food, and Natural Resources: (formerly Ag Science 1)

Grades 9 and 10, 1 year - 1 Credit

This course introduces students to the pathways that are offered in the Agricultural and Environmental Systems career field. As such, learners will obtain fundamental knowledge and skills in food science, natural resource management, animal science & management, plant & horticultural science, power technology and biotechnology. Students will be introduced to the FFA organization and begin development of their leadership ability. Completion of this course will give each student ½ credit of science toward their graduation requirement.

Animal Science and Technology: (formerly Part of Ag Science 2)

(Grades 10-12) (1 year - 1 Credit)

Learners will develop business leadership, problem-solving and communication skills in relation to the science and technology of animals. Students will learn responsible animal management principles and routine production practices in relation to animal welfare and behavior. Learners will identify and describe the anatomy and physiology of mono-gastric and ruminant organisms as it applies to nutrition, reproduction, and animal health. Learners will

investigate animal genetics and how it impacts principles of animal improvement, selection and marketing. Students must have successfully completed Physical Science or have instructor permission to enroll. Completion of this course will give each student ½ credit of science toward their graduation requirement.

Plant and Horticultural Science: (Formerly Part of Ag Science 2)

Grades 10-12, 1 year - 1 Credit

This course focuses on the broad knowledge and skills required to research, develop, produce and market agricultural, horticultural, and plant products. Students will apply principals and practices of plant physiology and anatomy, plant protection and health, reproductive biology in plants, influences in bioengineering, plant nutrition and disorders. Environmental aspects of irrigation, chemical application, soils, and pest management will be studied and applied. Projects and activities will enable students to develop communication, leadership, and business management skills. Students must have successfully completed Physical Science or have instructor permission to enroll. Completion of this course will give each student ½ credit of science toward their graduation requirement.

Science and Technology of Food: (Formerly Ag Business 1)

(Grades 11-12) (1 year - 1 Credit)

This course examines the research, marketing, processing and packaging techniques applied to the development of food products. Learners will examine principles of food preservation techniques and determine correlations to food sensory, shelf life and food stability. Learners will examine and develop food safety, sanitation, and quality assurance protocol. Government regulations and food legislation will be examined and the implications to food science and technology will be identified. A great deal of emphasis will be placed specifically on dairy and meat products as well. Students must have successfully completed Biology or have instructor permission to enroll.

Business Management Ag and Environmental Systems: (Formerly Ag Business 2)

(Grade 12) (1 year - 1 Credit)

Learners will examine elements of business, identify organizational structures and identify and apply management skills. Learners will develop business plans, financial reports and strategic goals for new ventures or existing businesses. Learners will use marketing concepts to evaluate the marketing environment and develop a marketing plan with marketing channels, product approaches, promotion and pricing strategies. Learners will practice customer sales

techniques and apply concepts of ethics and professionalism while understanding related business regulations. Students in this class will also be primarily responsible for managing the school farm.

- Students who successfully complete this course will receive credit for the first business course at either Northwest State Community college or The University of Northwestern Ohio, should they pursue higher education at either institution

Ag & Industrial Power Technology: (Formerly Ag & Industrial Mechanics)
(Grades 11-12) (1 year - 1 Credit)

The A&I Power course will introduce students to the breadth of Agricultural and Industrial Power Technologies. Students will learn the principles of agricultural and industrial power technology equipment systems including electronic, electrical, engines, fuel, hydraulics, and power trains. Additionally, students will learn to operate and maintain agricultural & industrial equipment. Students must have taken, or currently be enrolled in, 2 years of Agricultural Education or Industrial Technology, or 1 year of each.

Agricultural and Environmental Systems Capstone: (formerly Ag Business Experience Work-Release) - 3 credits

- Students must be concurrently enrolled in Business Management for Agricultural and Environmental Systems to take this course.

This course requires the application of learning to a project that serves as an instrument of evaluation. Students will experience on-the-job training by working, preferably, in an **agriculturally related business or farm**. Agreements must be made between the student, employer, teacher and school. The work time is flexible and can be started June 1, prior to the year of graduation. The student must obtain 450 hours of placement by May 31 of their graduating year to receive credit for the experience. Job visits made by the teacher are used to determine the learning involved and the safety and work conditions. Students must have a job, **preferably related to an agricultural field**, to leave school on early release for this program – the purpose of this course is to gain agricultural skills on-the-job. **Students will be required to maintain a 2.0 GPA in all classes.** Problems in this course and other courses – both academically and disciplinary – may result in suspension from early release for this program. Participation in the FFA and SAE programs are still required. **Academics will always take precedence over the work-release agreement!**

ART

(A fee is charged for all art classes)

Art I Foundations (1 year—1 credit) (9 – 12)

This class is the basis for learning the elements of art through a variety of projects using a variety of art mediums. Drawing, painting, sculpture and art history are experienced at an introductory level. Art careers will be explored to help the serious art student select future course work. This class is necessary for all students desiring to take any further art instruction.

Art II (1 year - 1 credit) (10 - 12)

Art II is the continued exploration of various media and techniques in both two and three-dimensional design. It is a must for those who hope to pursue a career in art. Projects include painting, sketching, ceramics and printing. Students must pass a portfolio review to register for Advanced Art. Students need to show proficiency in shading, composition and craftsmanship.

Advanced Art (1 year – 1 credit) (11 – 12))

This course provides more concentrated study in specific media, including portfolio building for college scholarship application, drawing, painting, and design. A prerequisite is a “C” average in Art II. This course may be taken two years for credit.

BUSINESS/TECHNOLOGY

Law for Business and Personal Use/Personal Business Law (1 sem. - .5 credit) (11 - 12)

This class will maintain a fundamental emphasis on business law, while introducing personal law topics. Because every legal problem involves rights and the duties of people, this law class is filled with human-interest examples. Each chapter has real life examples, and the problems discussed will equip the student to recognize legal issues. This class is designed for all students.

Business Ethics (1 sem. - .5 credit) (11 – 12)

Business ethics will take a look at everyday issues and analyze the different options available to solve the problem. The class is designed to prompt the students to think “outside the box” and look at situations from different perspectives. Students will be asked to support the decisions they make. A

series of movies, articles, and books will provide the situational information needed for the class.

Foundations in Personal Finance (1 sem. - .5 credit) (11-12)

Personal finance will help students create at their own financial plan. It's designed to provide students with opportunities to develop skills for solving real world problems. Includes many strategies by Dave Ramsey. The focus will be on saving money, negotiating great deals, establishing a budget that works, understanding different types of investments, setting career goals and much more. This course will provide a foundational understanding for making informed personal financial decisions as well as teaching the responsibilities and dangers of social networking. This course is for any student who wants a better understanding of their money and how it can work for them.

Accounting I (1 year - 1 credit) (9 - 12)

In Accounting I, students become familiar with the basic principles of keeping business records through practical problems and a project. Students learn accounting terminology (the language of business) and develop an understanding of basic accounting concepts, principles, practices and procedures. Computers will be used. The course is recommended for any student. **This class is an elective and does not fulfill a math requirement.**

Accounting II (1 year - 1 credit) (10-12)

This course will act as a continuation from the first year Accounting course. A simulation will be completed on the computer. The students will frequently work on their own and are required to meet pre-set deadlines. The course is highly recommended for students thinking about a career in business. **A prerequisite for the course is a "C" average in Accounting I or permission from the instructor.**

Accounting III (1 year - 1 credit) (11,12)

This course is designed for students who have shown a good deal of ability in Accounting I and Accounting II and plan to attend college majoring in business or accounting. The course covers budgetary planning & control, preparing performance reports, management decisions, analysis, and cost accounting. The course **will utilize** the program Quick Books and set up a simulation as a new business. The last quarter, the class will develop a comprehensive business plan, complete with a written paper, power point and presentation.

Desktop Publishing (1 sem. - .5 credit) (9 - 12)

Desktop Publishing offers students knowledge of each aspect of the publishing cycle: graphic design, writing, and editing. Students will learn the basics of Photoshop and, through the use of the software program InDesign,

students will integrate text and graphics from many sources into various types of publications, including (but not limited to) brochures, newsletters, etc.

Internet and Web Design (1 sem. - .5 credit) (9 - 12)

This one-semester course teaches students how to create web pages for the Internet. A hands-on approach will incorporate activities that will introduce design concepts. Training includes using WYSIWYG to design web pages, Internet safety precautions and Web page critiquing. Photoshop and Dreamweaver will be used throughout the course.

Computer Graphics (1 sem. - .5 credit) (9 - 12)

This course is designed to teach students how to use software to create computer graphics. The student will create art designs and projects using different tools of current drawing programs. These graphics and projects will then be showcased on the Archbold Area Schools Homepage.

Advanced Publishing I (1 sem. - .5 credit) (10 - 12)

This elective course advances skills from the Desktop Publishing class into an advanced publishing course. The students will use their expertise from the prerequisite course to bring talents into a publishing office situation. This course focuses on real-world application of skills in the programs Photoshop, InDesign, and the Print Shop. Class projects may include creating and selling a product for a charity, teaching a Photoshop lesson to the class, creating a collage of pictures, and creating stationery for a business. **Prerequisite: Desktop Publishing**

Advanced Publishing II (1 sem. - .5 credit) (10 – 12)

This course is a continuation of Advanced Publishing I. Students will expand upon the skills learned in the previous course. This course includes a brief introduction to film production as it relates to digital media, as well as a unit on creating animated clipart and images. The AHS online magazine will also be produced as part of this class. The emphasis will be on the creative process rather than the ever-changing technology. Digital video, iMovie and Photoshop will be used throughout the course. **Prerequisite: Advanced Publishing I**

Advanced Publishing III (1 sem. - .5 credit) (9 – 12)

The culmination of our publishing and graphics courses, this elective course is formatted like an independent study and is mostly online. Throughout the semester, the students will continue publishing the online school magazine and will compete in online design contests posted by actual businesses. Students taking this course must have a study hall in order to access the design programs available to them at school. **Prerequisites: Computer Graphics, Desktop Publishing, Advanced**

Publishing, and Advanced Publishing 2

COMMUNICATION/PUBLICATION

Sign Language I Applied Communication(1 year – 1 credit) (9 – 12)

This course is an introduction to Signing Exact English (SEE). SEE is a sign language system that represents English on the hands. Students will learn vocabulary, rules, guidelines and principles, and visual features used in SEE. They will also be introduced to deafness as a culture. **This does not count as a foreign language.**

Sign Language II Applied Communication (1 year – 1 credit) (10 – 12)

Sign Language II continues utilizing SEE rules, principles, and visual features learned in Sign Language I. Students will refine their receptive and expressive finger spelling and signing skills. Students will be expanding their beginning vocabulary to an intermediate level. In this course, American Sign Language will also be introduced so students are able to communicate using both methods within the deaf community to complete class requirements. **This does not count as a foreign language.**

Speech (1 sem. - .5 credit) (11, 12)

Speech class is a class designed to give students numerous opportunities to speak before **an audience**. Through various types of speeches, discussion, and impromptu form, a student will gain skills in public speaking. General communication skills will be analyzed and determined along with productive group management skills. This class credit will count as an elective but **will not count toward the 4 units of required English needed to graduate.**

Yearbook Design (1 year - 5 periods weekly -- 1 credit) (10-12)

This course is open to students who wish to plan and actually put together the yearbook in a laboratory situation producing computer-generated layouts. **The course requires that students be self-motivated and responsible.** Applications are accepted from students before registration and the staff is chosen based on the following criteria: interest, writing samples and computer skills, availability, work ethic, and recommendation of a faculty member. **The staff will consist of 10-12 staff members chosen by the yearbook advisor. Interested students need to consider serving as a staff member for more than one year due to the amount of technology that must be taught in order to produce the yearbook. Desktop Publishing and/or advisor permission is required.**

ENGLISH

Four (4) credits in English are required for graduation from Archbold High School. Speech is not included in the four (4) required credits, but may be taken as an elective in addition to the four (4) credits.

English 9 (1 year -1 credit) (9)

At the ninth grade level, students are not tracked according to general or advanced English. The student is encouraged to read a great deal. Reading not only increases knowledge of the world around the student, but also gathers views that authors present about life. Reading will increase vocabulary and aid writing ability. In literature, the following types of writing are studied: novel, short stories, drama, poetry, and non-fiction. Grammar is also emphasized in English 9 as daily oral language, since grammar is considered the basic structure of our language. The writing and reading activities will prepare the students for the OGT. This is a required course at the freshman level.

English 10 (1 year - 1 credit) (10)

English 10 is based on world literature and a wide variety of authors and styles. Novels, short stories, essays, and poetry will all be used in integrated thematic studies. Students in English 10 will continue to improve their basic composition skills through multiple writing styles. Grammar skills will also be reinforced and studied. The writing, reading activities, and vocabulary building activities will prepare students for the OGT.

English 11 CP (1 year - 1 credit) (11)

English 11 College Prep offers students opportunities to learn basic reading and communication skills expected for success in 2-year and 4-year technical and community college vocational programs. Students will chronologically analyze nonfiction, fiction, and poetry selections of American literature for social, religious, and political impact. The course will stress vocabulary acquisition. In addition, students in English 11 CP will learn practical application of writing skills in the form of a research project, an analytical paper, business and technical documents, and various short essays.

Honors English 11 (1 year – 1 credit) (11)

Honors English 11 offers students opportunities to learn reading and communication skills essential for success in 4-year bachelor of arts and science programs, and eventual master's and doctoral programs, at state and private liberal arts colleges and universities. Students will chronologically analyze nonfiction, fiction, and poetry selections of American literature for social, religious, and political impact. The course will stress academic vocabulary

acquisition. In addition, students in Honors English 11 will practice academic writing skills and style in the form of research projects, literary analyses, fictional compositions, and various short persuasive and analytical essays. **Prerequisite of a “B-” or higher in English 10 or instructor approval.**

English 12 CP (1 year - 1 credit) (12)

English 12 College Prep includes the study of advanced composition and English literature. The composition portion of the course emphasizes research, expository and analytical writing. Structure, content, and form are thoroughly examined. The English literature study surveys the literature of England from the Anglo-Saxon period through modern times. The history, authors, and literature are studied for appreciation and understanding of England’s literary development.

AP English Literature and Composition (1 year – 1 credit) (12)

Advanced Placement English Literature and Composition is a year-long course with an emphasis in reading, discussing, writing, and rewriting. The novels, plays, short stories, and poems surveyed consist of American, English, and World Literature written during the 1500s through modern times. With intensive concentration on composition skills and on authors’ narrative techniques, this college level course prepares students for the AP Exam, college, and career challenges. Through various class activities, such as student-conducted seminars, the teacher acts as a consultant and facilitator, allowing students to assume responsibility for learning. Students will also be required to pay for and take the AP English Literature Exam in May. **To enroll in the course, students must have at least a “B” average in English 11CP/Honors English 11 or permission of the instructor.**

FOREIGN LANGUAGE

Special Note to Eighth Graders: Eighth graders with a grade of C or below in English should not take a foreign language in the ninth grade. They are encouraged to wait until the 10th grade to begin their foreign language courses.

French I (1 year - 1 credit) (9 - 12)

French I is an introduction to the French language that cultivates the listening and speaking skills while stressing the importance of proper pronunciation. The vocabulary presented in each lesson serves as an introduction to the material that follows. In addition to listening and speaking skills, reading and writing skills are emphasized, presenting the student with basic grammar and sentence structure. French culture is presented as a part of each chapter in the dialogues, readings, photographs, etc. A "C" average in English is strongly recommended before beginning to study French. Also, a "C" average in French is recommended to continue with French II. Students must

pass the first semester of French I to be eligible to continue in the class the second semester.

French II (1 year - 1 credit) (10 - 12)

French II continues the balanced skills approach that is introduced in French I, including emphasizing and intermingling listening, speaking, reading and writing skills. Students are encouraged to use their conversation skills more as they continue to add new vocabulary, and to learn more about French culture, which is interwoven throughout each lesson. More complex grammatical concepts and sentence structure are presented in French II as the students develop their ability to use the language. **Prerequisite: A "C" average in French I. At least a "C" average is recommended in French II to continue on into French III & IV. Students must earn a passing grade the first semester to be eligible to continue in the class the second semester.**

French III & IV (1 year - 1 credit) (11, 12)

The four basic skills of listening, speaking, reading, and writing continue to be the primary approach of French III and IV. However, this level represents a step up in maturity consistent with the capabilities and interests of third and fourth year students. Vocabulary and grammar are expanded, as students learn to apply their language skills in real life situations. If time permits, students may have the opportunity to read a short novel in French IV. **Prerequisite: A "C" average in French I and II. Students must earn a passing grade the first semester to be eligible to continue in the class the second semester.**

Spanish I (1 year - 1 credit) (9 - 12)

This course is an introduction to the listening, speaking, reading, and writing of the Spanish language. Basic everyday situations that a young person would be likely to encounter form the core of the material studied. Examples are greetings, introductions, family, friends, addresses, eating, activities, and shopping. Methods are suggested to the English-speaking student to help approximate the pronunciation of a native speaker. The sound-spelling system of the Spanish language is outlined as a basis for accurate reading and writing. A "C" average in English is strongly recommended before beginning a foreign language. Students must earn a passing grade the first semester to be eligible to continue in the class the second semester.

Spanish II (1 year - 1 credit) (10 - 12)

The language skills of listening, speaking, reading and writing are developed. Vocabulary is expanded to include new topics such as leisure activities (i.e. camping), physical fitness, and travel terms. Synonyms for words previously learned will also be studied. **Prerequisite: Spanish I. A "C" in**

Spanish I is strongly recommended before advancing to Spanish II. Students must earn a passing grade the first semester to be eligible to continue in the class the second semester.

Spanish III & IV (1 year - 1 credit) (11 - 12)

Course content varies according to the interests, goals, and needs of students enrolled. Students continue the practice of listening to, speaking, reading, and writing Spanish in real-life situations. In addition, selections are made from the rich literary heritage of the Spanish language. **Prerequisite: Spanish I and II. A "C" average is strongly recommended before advancing to Spanish III or IV. Students must earn a passing grade the first semester to be eligible to continue in the class the second semester.**

INDUSTRIAL ARTS/TECHNICAL EDUCATION

Industrial Arts/Technology Education 9 (1 year - 1 credit) (9, 10)

Industrial Arts 9 is an exploratory experience in drafting, design, and woodworking. Each student is encouraged to carry a project through a complete series of phases, beginning with design and planning, research, etc. and then go into the lab to complete the hands-on activities.

Industrial Arts/Technology Education 10 (1 year - 1 credit) (10)

The metals fabrication curriculum is designed to provide the students with an exposure to the basic practices in the bench metals, sheet metal, arc, oxy-acetylene welding, foundry, and machine areas. The student will gain knowledge and experience by studying and practicing various activities in each area as well as all the safety regulations involved in the field. Drafting fundamentals are also included in the sophomore year. Developing strengths in the understanding of blueprint reading, layout, geometric construction, orthographic projection sections, auxiliary projection, pictorials and working drawings are stressed.

Industrial Arts/Technology Education 11 (1 year – 1 credit)(11)

Industrial Technology 11 will instruct students in the areas of Residential Construction, Computer Aided Drafting and advanced woodworking procedures used in the manufacture of furniture. Residential Construction will include the building of a small storage shed using building practices commonly found in residential construction. Computer Drafting will involve the creation of detailed project drawings of a piece of solid wood furniture designed by the student. Students will then go into the shop after completing all safety tests and build the piece of furniture they have designed.

Industrial Arts/Technology Education 12 (1 year – 1 credit)(12)

Industrial Technology 12 will cover Architectural Drafting, advanced Computer Aided Drafting, and advanced furniture construction. Students will draw a series of house plans using the CAD software that include footings, foundations, walls, and roof sections typically used with architectural drawings. Detailed drawings of furniture will also be created using the CAD software. The student will then build the piece of furniture using advanced woodworking procedures after completing all safety tests.

Advanced CAD: (1 sem- .5 credit) (11, 12)

The use of advanced concepts and techniques of Vectorworks computer-aided drafting and design, applied to provide the student with exposure to the basic practices of engineering graphics. The students will gain knowledge and experience in areas of architectural, structural, mechanical, and landscape design.

Advanced CAD II: (1 sem- .5 credit) (11, 12)

This class will continue with the same concepts as Advanced CAD. Emphasis will be on making students more proficient in use of *Vectorworks* and advance techniques. **Prerequisite is Advanced CAD or instructor permission.**

MATHEMATICS

A special note to 8th graders: If you took 8th grade math in the 8th grade, you should take Integrated Math I in your freshman year. If you took Integrated Math I in the 8th grade, you should take Integrated Math II.

It is highly recommended that students purchase a graphing calculator. Texas Instruments model TI-83+ is the best model for what students will do in high school mathematics and science courses. This model will also suffice in introductory Calculus and Statistics courses in college. Models TI-83+ Silver, TI-84+, and TI-84+ Silver are all very similar to the TI-83+ in their capabilities and operation. Students who will be taking upper level college mathematics courses may desire an alternate calculator. Students are encouraged to ask their mathematics teacher for advice on an alternative calculator selection.

Integrated Math I (1 year - 1 credit) (9)

Integrated Mathematics incorporates many different areas of mathematics, algebra, geometry, probability and statistics, in real-life problems. Students will

develop an understanding of the mathematics in these real-life situations, which will enable the students to make sense out of new situations and problems.

Integrated Math II (1 year – 1 credit) (9 – 12)

Integrated Mathematics II is a continuation of Integrated Mathematics I. It incorporates many different areas of mathematics, algebra, geometry, probability and statistics with an emphasis on geometry topics. **Prerequisite: Integrated Math I.**

Algebra II (1-Year – 1 credit) (11,12)

Algebra II will cover the same grade eleven content standards that are covered in Integrated III but in less depth. This course is designed for the student who does not feel ready for Integrated III. Students will not be eligible to enroll in Pre-Calculus at Archbold after taking this course.

Prerequisite: Integrated Math II

Integrated Math III (1 year – 1 credit) (10 – 12)

Integrated Mathematics III is a continuation of Integrated Math I and II. It incorporates many different areas or concepts of mathematics, algebra, geometry, probability and statistics. **Prerequisite: Integrated Math II.**

Statistics (1 year-1 credit) (10-12)

This course will introduce students to the major concepts and tools for collecting, analyzing and drawing conclusions from data. Statistics is not meant to replace pre-calculus or Calculus. Most college majors require a statistics course in their plan of study. Students should research majors at colleges of their interest to see if statistics is a requirement. A TI-83+ graphing calculator is recommended for this course. **Prerequisite: Algebra II or Integrated Math II**

Pre-Calculus (1 year - 1 credit) (11, 12)

Pre-calculus consists of the study of the following topics: functions, exponents and logarithms, analytic geometry, trigonometry, limits, and an introduction to Calculus. It is intended for those students who plan to continue their study of mathematics or the sciences. **Prerequisite: Integrated III**

Calculus (1 year - 1 credit) (12)

Calculus makes extensive use of plane geometry and algebra and also the notion of limit and of the limiting processes. From the idea of limit arise the 2 principal concepts of Calculus – the derivative and the integral. **Pre-calculus is a prerequisite for this course.**

MUSIC

Chorale (1 year - 1 credit) (9 – 12)

This course is a performing group of students who have vocal music ability, a desire to work cooperatively, and a motivation to achieve musical excellence. This group specializes in choral works suitable for school, church, and community functions. The literature used covers a wide range of classical, secular, and sacred, as well as popular, rock, and jazz. Public performance at school programs, concerts, and contests are an outgrowth of the classroom and are mandatory for all members. Students will be graded on singing skills, participation, and musical knowledge. In an effort to keep this chorus numerically balanced, auditions may be required at the discretion of the director.

Women's Chorus (1 year - 1 credit) (9 – 12)

This course is a performing group of female students who have vocal music ability, a desire to work cooperatively, and a motivation to achieve musical excellence. This group specializes in choral works for female voice suitable for school, church, and community functions. The literature used covers a wide range of classical, secular, and sacred, as well as popular, rock, and jazz. Public performance at school programs, concerts, and contests are an outgrowth of the classroom and are mandatory for all members. Students will be graded on singing skills, participation, and musical knowledge. This ensemble is open to all female students and no audition is required.

Instrumental Music (1 year - 1 credit) (9 - 12)

The curriculum is divided into two performance groups: The Archbold High School Blue Streak Marching Band and the Archbold High School Symphonic Band. All members study and perform in both groups. Membership is granted to all band students who have demonstrated sufficient competence in completing the previous year in the Archbold Band Program with satisfactory grades or through an audition. Membership will be available to transfer students by completing an audition and demonstrating the needed competency.

Practices for the marching band begin before school starts in the fall with attendance required. The sights and sounds of the contemporary marching band are developed while performing many popular styles of music. Invitations are

often received for the band to travel to various festivals, college football games, parades, and other guest appearances.

The Symphonic Band begins immediately after marching band completes its season. This group provides the student with an in-depth experience in all styles of music from classical to pop. The improvement of each individual as a musician, utilizing problem-solving concepts for self-expression, is stressed. Opportunities are also available for the study of solo literature and small ensemble music.

Public performances at school programs, concerts, and contests are an integral outgrowth of the classroom learning experience and are mandatory for all members. These performances place into action all the classroom instruction, combined with the creative atmosphere of performing for a live audience. This is of paramount importance to the learning process, which cannot be duplicated if missed. **Students will NOT be allowed to drop after the start of Summer Band Camp. Any drops after the start of Summer Band Camp will result in a "Withdraw F" for the semester.**

Music Theory (1 year – 1 credit) (10 - 12)

This course is a study of the fundamentals of music. Emphasis is centered on using compositional techniques to create and arrange music. Students should have a strong background in music study since the course of study is based upon the first year of college music theory. It will greatly help to prepare any student for entrance exams to any college of music. It is considered a course for college-bound students.

PHYSICAL EDUCATION AND HEALTH

Two years of physical education (.5 credit) and .5 credit of health are required for graduation. The two years of physical education should be taken during the first two years of high school if at all possible.

Health (1 sem. - 5 credit) (9)

The objectives of the health course are to better the overall health of the students in the physical, mental, social, spiritual, and emotional aspects. Through the instruction and discussion of these aspects, students will be able to make better decisions and choices to live a healthier, happier life.

Physical Education I (1 sem. – .25 credit)

The objectives of physical education are to promote growth and development, to develop sportsmanship, teamwork, and leadership, to develop playing skills, coordination, personal goals and values, to promote social and emotional challenges through participation, to present leisure time activities of a valuable nature, and to promote self-expression and self-evaluation.

Physical Education II (1 year – 2 periods weekly -.25 credit)

This course is a continuation of Physical Education I. The objectives of physical education are to promote growth and development, to develop sportsmanship, teamwork and leadership, to develop playing skills, coordination, personal goals and values, to promote social and emotional challenges through participation, to present leisure time activities of a valuable nature, and to promote self-expression and self evaluation.

Advanced Lifetime Fitness (1 sem. – .5 credit) (11-12)

This class is designed to allow students to become more comfortable and knowledgeable in a fitness facility setting. The students will improve fitness levels through strength training, flexibility, agility training, speed training and aerobic conditioning. This course will allow students to learn the names of various exercises and equipment a fitness facility has to offer. They will also learn how to properly use equipment and perform various exercises using free weights. Students will be responsible for keeping track of individual goals and daily progress to see personal gains and improvements. This class may be taken twice for credit.

SCIENCE

Three credits in science are required for graduation, including physical science and biology.

A special note to 8th graders: All freshmen are required to take Physical Science. All sophomores are required to take Biology.

Physical Science (1 year - 1 credit) (9)

The ninth-grade year addresses physical science and related principles in Earth and space sciences. Physical science concepts include the nature of matter and energy, identifiable physical properties of substances, and properties of forces that act on objects. Ninth graders learn about forces and motions, structures and properties of atoms, how atoms react with each other to form other substances, and how molecules react with each other or other atoms. Earth and space science topics include processes that move and shape the earth, Earth's interaction with the Solar System, and gravitational forces and the weather. Students continue to develop a deeper understanding of the processes of scientific inquiry and how these processes use evidence to support conclusions based on logical reasoning. Students investigate how these processes use evidence to support conclusions based on logical reasoning as preparation for the advanced science courses. Writing, math skills, and problem solving skills will be stressed.

Biology (1 year - 1 credit - 7 periods weekly) (10)

The tenth-grade year emphasizes the concepts, principles and theories that enable people to understand the living environment. Students study life science concepts such as cells and their structure and function, the genetic and molecular bases of inheritance, biological evolution, and the diversity and interdependence of life. Students explain the Earth's history using geologic evidence, identify the Earth's resources, and explore processes that shape the Earth. The flow of energy and the cycling of matter through biological and ecological systems are addressed in the tenth grade. Embedded throughout this study are the basic science processes of inquiry, modeling investigations, and the nature of science. Students learn to trace the historical development of scientific theories, ideas, ethical guidelines in science, the interdependence of science and technology, and the study of emerging issues. This course stresses the appreciation for the complexity of life and the use of the scientific method when exploring this complexity through laboratory activities.

Environmental Science (1 year – 1 credit) (11, 12)

This course is arranged as a survey of the many areas of science, but it is focused on the topics of consumer chemistry and environmental science. The basic foundations of Earth science, life science, chemistry and physics are incorporated into a further understanding of consumer and industrial products and the impact that these and Earth's inhabitants have on the environment.

Chemistry (1 year - 1 credit - 7 periods weekly) (11, 12)

Chemistry is a study of matter and its properties. The structure of matter describes and explains its behavior, which is essential for the understanding of everyday life and our place in the universe. Chemistry includes the topics of atomic structure, formula writing and balancing equations, use of periodic chart, properties of gases and solutions, acid and bases, PH and elementary organic chemistry. Chemistry requires adequate reading skills and basic mathematical principles and skills. Chemistry is strongly recommended for college preparatory students to build critical thinking and problem solving skills. Chemistry is important for students considering careers in medicine, engineering, forensics, research & development, agronomy or other science related areas.

AP Chemistry (1 year – 1 credit - 8 periods weekly) (12)

AP chemistry is designed to be the equivalent of the general chemistry course usually taken during the first college year. Some of the major topics covered are the following: Atomic theory and atomic structure, chemical bonding, gases, liquids and solids, solutions, reaction types, stoichiometry, equilibrium

kinetics, thermodynamics and organic derivatives, qualitative analysis schemes and complex ions. Students will be required to pay for and take the AP exam in May. **Students must have at least a “B” in chemistry or permission of the instructor.**

Physics (1 year - 1 credit - 7 periods weekly) (11, 12)

Physics is the study of energy in its relationship to matter. It covers the fields of mechanics, heat, light, sound, electricity and atomic structure. It includes a great deal of applied mathematics. This course is necessary for engineering, medicine and related fields. **Pre-calculus is a pre-requisite or co-requisite. A “C” or better in previous math and science courses is required.**

Anatomy & Physiology (1 year - 1 credit - 5 periods weekly) (11, 12)

The study of physiology familiarizes students with the functions of their own bodies and prepares those who plan to pursue further study in the fields of medicine, dentistry, nursing, pharmacy, dietetics, embalming, chiropractics, social work, teaching or homemaking. **A grade of "C" or better in biology is a prerequisite.**

SOCIAL STUDIES

Students are required to have three (3) credits in Social Studies for high school graduation. Global Studies is a required course for freshmen. US Studies is a required course for sophomores, and American Government (or American Government AP) and Economics or Consumer Economics is required for seniors.

Global Studies (1 year-1 credit) (9)

In this year long course, students will continue the chronological study of world history from 1750 to the present. We will consider the influence of geographic settings, cultural perspectives, economic systems and various forms of government. Students will gain a deeper understanding of the role of citizens and continue to develop their research skills.

US Studies (1 year - 1 credit) (10)

Tenth-grade students continue the chronological study of the history of the United States, with emphasis on domestic affairs. As students study historic eras, they consider the geographic, cultural, economic and governmental changes that have occurred. Students develop a deeper understanding of their role as citizens and continue to expand their command of social studies skills and

methods. *Scholastic UpFront* will also be incorporated into the class, as well as current events.

Sociology (1 sem. - .5 credit) (11, 12)

There is an ever-increasing need to understand how society functions. It is the aim of this discipline to illustrate the nature of group behavior, the role of individuals within society as a whole, and how values and attitudes develop in individuals. Units of study include a self-exploratory unit, family issues, influence of religion, impact of technology, impact of sports, violence in American life and peer groups/cliques. Classroom discussion and participation in a variety of activities is vitally important to the successful completion of the class.

Psychology I (1 sem. - .5 credit) (11,12)

This course will focus on the roots of human behavior, with an emphasis on the individual. Some topics of interest will include memory, perception, motivation, dreams, depression, and conflict. Readings, videos and speakers will be used to investigate the management of a healthy lifestyle in an ever-changing environment.

Psychology II (1 sem. - .5 credit) (11, 12)

This course will take a close-up look at the work of psychology. Investigation will include topics such as personality theory, abnormal behavior, attitudes and actions, and careers and statistics. Also, social psychology will be examined. Research, article reviews, and videos are tools that will be used to complete the students' understanding of psychology's contributions in our everyday living. The Birth Order Book is required reading for this class.

Psychology I is NOT a prerequisite for Psychology II.

American Government (1 year - 1 credit) (12)

This one-year course is an in depth study of the structure, organization of, and functions of both federal and state government. Units of study include foundations of American government, political behavior, legislative, executive, and judicial branches, comparative political and economic systems, and participation in state and local governments. Students will engage in an intensive study of the United States Constitution and democratic citizenship. Participation is required in a cumulative We the People project, a simulated congressional hearing. Practical applications will be demonstrated through field seminars, simulations, and debates. Development and implementation of foreign policy issues will be examined in light of current world and national events through weekly magazine and newspaper readings.

AP United States Government and Politics (1 year – 1 credit) (11, 12)

AP government will give students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. Units of study are reinforced by participation in We the People simulated congressional hearing and project citizen include the following: constitutional underpinnings, political beliefs and behaviors, political parties, interest groups, and mass media, institutions of national government, public policy, and civil rights and civil liberties. This is the equivalent of a college course. Students will be required to pay for and take the AP exam in May. **To enroll in the course, students must have at least a “B” average in Social Studies courses, or permission of the instructor.**

Consumer Economics (1 sem. - .5 credit) (12)

The individual rights and responsibilities as a consumer are emphasized in the process of learning to get the best value for money spent. Principles of making good purchasing decisions in specific areas such as advertising, car buying, home buying, credit and insurance are studied. Consumer protection laws and agencies, common consumer frauds, and sources of consumer information are presented. The study of the theory of economics will include the study of various economic systems such as socialism, capitalism and communism.

Economics (1 sem. - .5 credit) (12)

Economics is a dynamic course that deals with the science of making choices. The primary objective of the course is to teach students the basic tools of economic concepts, which will enable them to make better choices in the marketplace and the voting booth. Students will learn through practical examples and discussion how our economy is organized and how supply and demand, the government and the Federal Reserve System influence our economy. This is a college prep course, but it is appropriate for any student interested in business and how our economy functions.

Current Events (1 sem. - .5 credit) (11 – 12)

This course is an elective. Through the scope of a current medium, magazine and/or newspaper, students will become familiar with local, state, national and worldwide events. A strong sense of cultural understanding and sensitivity will be developed as part of the discussion of this class. Classroom discussion/participation is vitally important to the class. This class may be taken more than once for credit.

WORK AND FAMILY LIFE

Singles Only Survival (1 sem. - .5 credit) (9 -12)

SOS covers basic skills needed to transition from teenage years to adulthood. We will explore basic nutrition and food preparation, clothing repair, laundry techniques, money management, car buying and housing decisions. You will also, sew a project of your choice.

Discovering Foods (1 sem. - .5 credit) (9 -12)

Learn about nutrition, fitness, and lifestyle choices that promote wellness. You will be preparing various foods such as homemade breads, vegetables, fruits, meats, main dishes, and regional foods of the U.S. Broaden your cooking skills and discover how nutrition affects your health now and in the future.

Parenting (1 sem. - .5 credit) (9 - 12)

If you like working with children, then you will like parenting! Babies and children don't come with easy-to-follow manuals. Learn about reproduction, prenatal development, birth and issues dealing with child rearing. Class activities include the empathy belly, working with the first graders, and parents sharing real life experiences.