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DIRECTORY

Goshen High School	533-8651
Principal	Dr. Barry Younghans Ext. 2454
Assistant Principals	Mr. Brian Bechtel Ext. 2466
.....	Mr. Jim Pickard Ext. 2465
.....	Ms. Kim Gallagher Ext. 2467
.....	Mr. Dan Butler Ext. 2613
Athletic Director	Mr. Larry Kissinger Ext. 2524
Counselors	Mrs. Lindsey Kroening (A-De) Ext. 2404
.....	Mrs. Jaimie Pierce (Di - H) Ext. 2406
Director of Guidance.....	Mrs. Charlene Cook (I- Mc) Ext. 2560
.....	Mrs. Barb Reihl (Me - Ro) Ext. 2405
.....	Mr. Jeremy McLaughlin (Ru-Z) Ext. 2407
School-to-Work Director	Mr. Ken Cross Ext. 2410
EL Advisor	Mrs. Gabriela Tovar Ext. 2468
School Nurse	Mrs. Wendy Swallow Ext. 2414
Media Center	Mrs. Theresa Collins Ext. 2427
Guidance Secretary	Ms. Amy Hollinger Ext. 2403
Registrar	Mrs. Sheryl Graves Ext. 2408

Directorio

Director	Sr. Barry Younghans Ext. 2454
Asistente del director	Sr. Brian Bechtel..... Ext. 2466
.....	Sr. Jim Pickard Ext. 2465
.....	Sra. Kim Gallagher Ext. 2467
.....	Sr. Dan Butler Ext. 2613
Director de atléticos	Sr. Larry Kissinger Ext. 2524
Consejeras	Sra. Lindsey Kroening (A-De) Ext. 2404
.....	Sra. Jaimie Pierce (Di - H)..... Ext. 2406
Directora de Consejeros.....	Sra. Charlene Cook (I-Mc) Ext. 2560
.....	Sra. Barb Reihl (Me-Ro) Ext. 2405
.....	Sr. Jeremy McLaughlin (Ru-Z) Ext. 2407
Director de Escuela-al-Trabajo	Sr. Ken Cross..... Ext. 2410
Asistencia/Asuntos Académ. Título VII....	Sra. Gabriela Tovar Ext. 2468
Enfermera de la escuela	Sra. Wendy Swallow Ext. 2414
Biblioteca	Sra. Theresa Collins Ext. 2427

GUIDANCE OFFICE HOURS
7:30 a.m. - 4:00 p.m.
Extension 2403

EDUCATIONAL/CAREER PLANNING

An exciting program of instruction is offered by Goshen High School. It provides an opportunity for each student to have educational experiences in accordance with their needs and goals. Information in this bulletin is presented to help students and parents understand the offerings and requirements so that individual programs can be planned efficiently.

COURSE SELECTION PROCESS FOR UPPERCLASSMEN

- Counselors and staff work with students during their Student Resource Time (SRT) or individually on explaining curriculum and GHS programs.
- By staff recommendation, students and counselors choose various levels of core academic classes and electives, paying particular attention to both specific diploma and GHS graduation requirements.
- Interests, tentative career goals, grades, results of standardized tests, and educational needs are all used in development of a four-year graduation plan for each student.
- See page 10 for a 4-Year Plan Worksheet.

GRADUATION REQUIREMENTS

Beginning with students who entered high school in 2007-2008, the completion of Core 40 became an Indiana graduation requirement. To graduate with a Core 40 Diploma from Goshen High School, a student shall have completed a minimum of 43 Credits. A credit equals the successful completion of one semester of a class with a passing grade. In addition, students who graduate with the Class of 2012 and beyond must meet standards on the End of Course Assessments (ECA) in both Algebra I and English 10. The Class of 2016 and beyond has additional math as indicated on the diploma type.

To graduate with less than a Core 40 diploma, a student must meet the requirements for a General Diploma, which includes the completion of a minimum of 40 credits by the time the GHS graduation ceremony takes place. A formal opt-out process must also take place. See pages 6-9 for specific requirements for each diploma.

Universities may also have additional admissions requirements.

SCHEDULE CHANGE POLICY

It is important that students give careful consideration in making out their schedule for the following year. The courses you choose will determine the staff needs and curriculum for next year. Students are expected to honor their commitment and the spring deadline for making schedule changes. Late changes are discouraged because they cause logistical problems for the school. Schedule changes are possible before school begins according to the schedule change policy since schedule changes after the school year begins disrupt instructional time.

There are, however, circumstances that may warrant a schedule change:

- Failure to meet course prerequisites.
- Failure to meet graduation requirements.
- Elective changes due to change in college or career plans.
- Course changes due to completion of summer school.
- Inappropriate placement.

Grading Scale					
A	=	4.00	C	=	2.00
A-	=	3.67	C-	=	1.67
B+	=	3.33	D+	=	1.33
B	=	3.00	D	=	1.00
B-	=	2.67	D-	=	0.67
C+	=	2.33	F	=	0.00

HONOR ROLL

At the end of each grading period, an honor roll of achievement is announced. High honor roll recognizes students who received a 3.7 GPA. Regular honor roll denotes students who received a 3.0 GPA, with no grade lower than a C-.

IB PROGRAM

The International Baccalaureate Diploma Program is a rigorous, two-year program of curriculum and service that meets the needs of highly motivated secondary students. The Diploma Program offers a comprehensive and integrated approach to learning that prepares students for rigorous activities and assessments in six subject areas during grades 11 and 12. Students must also complete Creativity, Action, and Service (CAS) , an extended essay, and a Theory of Knowledge course. The International Baccalaureate Organization (IBO) awards its diploma to students who perform successfully on the six external examinations and fulfill all other requirements of the program at an authorized IB world school. It is recognized as the highest diploma currently offered by any high school in the world.



- Group 1: Literature
- Group 2: Spanish, French, German
- Group 3: History, Psychology
- Group 4: Biology, Physics, Chemistry
- Group 5: Mathematics, Math Studies
- Group 6: Music Theory, Visual Arts
- Theory of Knowledge (open to full Diploma Candidates only)

Students can choose to participate in the IB program in two different ways:

1. As a full Diploma Candidate, a student will take six IB courses (one from each of the groups), complete CAS activities, and write an Extended Essay. Students may opt to study an additional science, individuals and societies, or language course instead of a course in the arts.
2. As a Certificate Candidate, a student can choose to take one or more courses from the six areas above.

GHS encourages all interested students who are willing to challenge themselves to enroll in IB courses.

DUAL CREDIT COURSES

Several course offerings are available for college credit. Students should talk with their guidance counselor and/or teacher before signing up for these courses. Dual credit is also available through coursework at the Elkhart Career Center.
DUAL CREDIT - Student receives both high school and college credit.

Vincennes Course Title		GHS Course Title	College Credits
HIMT 110	Medical Terminology	Advanced Health	3 credits
MGMT 280	Intro to Marketing	Principals of Marketing	3 credits
ACCT100	Basic College Accounting	Accounting I	3 credits
Ivy Tech Community College		GHS Course Title	
ART 105/106	2/3 D Design	Studio Art AP	3 credits
ECON101	Econ Fundamentals	Economics	3 credits
MATH201	Brief Calculus	Calculus	3 credits

ADVANCED COLLEGE PLACEMENT - Student received both high school and college credit. Offered through Indiana University. Fee is based on hourly credit costs.

IU Course Title		GHS Course Title	College Credits
W131	Elementary Composition I	ACP Writing Analytically	3 credits
L202	Literary Interpretation	ACP Writing Themes About Lit	3 credits
H105/H106	American History I & II	ACP US History	3-6 credits

ADVANCED PLACEMENT EXAMS - Students can earn college credit by obtaining a sufficient score (on a 5 point scale) on the Advanced Placement Exam provided by the College Board in May, and having their score accepted by a university which recognizes the AP Program.

Studio Art Drawing, 2D, 3D Design	Studio Art AP
Calculus AB	Calculus AP
Students may also earn college credits by sufficient scores on IB Course exams.	

Quantitative Reasoning Courses

For the Core 40, Academic Honors and Technical Honors diplomas, students must take a mathematics course or a quantitative reasoning course each year they are enrolled in high school. For the General Diploma, students must earn two credits in a mathematics course or a quantitative reasoning course during their junior or senior year.

A quantitative reasoning course is a high school course that “advances a student’s ability to apply mathematics in real world situations and contexts” and that “deepens a student’s understanding of high school mathematics standards.” The Indiana Department of Education will provide an annual review to determine the high school courses that meet these criteria.

The following are courses offered at Goshen High School that are on the approved listed of Quantative Reasoning Courses:

- Business: Accounting, Business Math, Computer Programming
- Engineering and Technology: Engineering Design and Development, Principles of Engineering
- Family Consumer Science: Personal Financial Responsibility (currently taught in the Business Department)
- International Baccalaureate: IB Chem, IB Physics
- Science: Physics I, Chem I
- Social Studies: Economics

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 2 credits: Geometry 2 credits: Algebra II <small>Students must take a math or quantitative reasoning course each year in high school.</small>
Science	6 credits
	2 credits: Biology I 2 credits: Chemistry I or Physics I or Integrated Chemistry-Physics 2 credits: any Core 40 science course
Social Studies	6 credits
	2 credits: U.S. History 1 credit: U.S. Government 1 credit: Economics 2 credits: World History/Civilization or Geography/History of the World
Directed Electives	5 credits
	World Languages Fine Arts Career and Technical Education
Physical Education	2 credits
Health and Wellness Electives*	1 credit
	6 credits (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.

Goshen High School Requires 43 Credits

12-07-2012

CORE40 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 0-8 Core 40 world language credits (0 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.
 - D. 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 combined score of 1750 or higher on the SAT critical reading, mathematics and writing sections and a minimum score of 530 on each mathematics and writing sections.
 - 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.

CORE40 with Technical Honors (minimum 47 credits)

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

- Complete all requirements for Core 40.
- Earn 8 credits in the college and career preparation courses in a state-approved College & Career Pathway and one of the following:
 1. State approved, industry recognized certification or credential, or
 2. Pathway dual credits from the approved dual credit list resulting in 0 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 0, Applied Mathematics - Level 0, and Locating Information-Level 5.
 - C. Earn the following minimum score(s) on Accuplacer: Writing 80, Reading 80, Math 75.
 - D. Earn the following minimum score(s) on Compass: Algebra 80 Writing 70, Reading 80.

Indiana General High School Diploma

Beginning with students who enter high school in 2007-2008, the completion of Core 40 becomes an Indiana graduation requirement. Indiana's Core 40 curriculum provides the academic foundation all students need to succeed in college and the workforce.

To graduate with less than Core 40, the following formal opt-out process must be completed:

- The student, the student's parent/guardian, and the student's counselor (or another staff member who assists students in course selection) must meet to discuss the student's progress.
- The student's Graduation Plan (including four year course plan) is reviewed.
- The student's parent/guardian determines whether the student will achieve greater educational benefits by completing the general curriculum or the Core 40 curriculum.
- If the decision is made to opt-out of Core 40, the student is required to complete the course and credit requirements for a general diploma and the career/academic sequence the student will pursue is determined.

Course and Credit Requirements

English/Language Arts	8 credits Credits must include literature, composition and speech
Mathematics	4 credits 2 credits: Algebra I or Integrated Mathematics I 2 credits: Any math course
Science	4 credits 2 credits: Biology I 2 credits: Any science course (as long as at least one credit is from a Physical Science or Earth and Space Science course)
Social Studies	4 credits 2 credits: U.S. History 1 credit: U.S. Government 1 credit: Any social studies course
Physical Education	2 credits
Health and Wellness	1 credit
Career Academic Sequence <small>Selecting electives in a deliberate manner to take full advantage of career exploration and preparation opportunities.</small>	6 credits
Flex Credit	5 credits To earn 5 Flex Credits a student must complete one of the following: <ul style="list-style-type: none"> • Additional courses to extend the career academic sequence • Courses involving workplace learning, which may include the following courses: <ul style="list-style-type: none"> o Career exploration internship o Professional career internship o Business cooperative experiences o Cooperative family and consumer sciences o Industrial cooperative education o Interdisciplinary cooperative education o Marketing field experience • High school/college dual credit courses • Additional courses in Language Arts, Social Studies, Mathematics, Science, World Languages or Fine Arts
Electives	6 credits Specifies the number of electives required by the state. High school schedules provide time for many more electives during the high school years.

(Updated Dec., 2011)

40 Total State Credits Required

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

CORE40 con Honores Académicos (mínimo 47 créditos)

Cursos y Requisitos de Crédito	
Inglés/ Artes y Letras	8 créditos Incluyendo un balance de literatura, composición, y discurso.
Matemáticas	6 créditos 2 créditos: Álgebra I 2 créditos: Geometría 2 créditos: Álgebra II O complete matemáticas integradas (4 y 5 por 6 créditos) Toda la estudiante tiene que completar un curso de matemáticas antes de ir a la universidad.
Ciencia	6 créditos 2 créditos: Biología I 2 créditos: Química I o Física I o Química-Física Integrada 2 créditos: cualquier curso de ciencia Core 40
Estudios Sociales	6 créditos 2 créditos: Historia de los EE.UU. 1 crédito: Gobierno de los EE.UU. 1 crédito: Etnohistorias 2 créditos: Historia Universal/Civilización o Geografía/Historia del Mundo
Electivos Dirigidos	5 créditos Idiomas Mundiales Bellas Artes Carrera-Técnica
Educación Física	2 créditos
Salud y Bienestar	1 crédito
Electivos*	6 créditos (Carrera Académica Secuencia Recomendada)
40 Créditos Estatales Requeridos en Total	

Es posible que las escuelas tengan requisitos de graduación locales adicionales que se apliquen a todos los estudiantes.

* Dependiendo del número de créditos requeridos por el estado, los estudiantes de la escuela secundaria pueden tener que completar algunos de los cursos electivos dirigidos para completar un Core 40. Algunos estudiantes pueden tener requisitos locales adicionales de graduación.

Para el diploma Core 40 con Honores Académicos, los estudiantes tienen que:

- Completar todos los requisitos del Core 40.
- Ganar 2 créditos adicionales del Core 40 en matemáticas.
- Ganar 8-8 créditos del Core 40 en idiomas mundiales (8 créditos en un idioma o 4 créditos en cada uno de dos idiomas).
- Ganar 2 créditos del Core 40 en las bellas artes.
- Tener una calificación de "C" o mejor que "C" en cursos que cuenten para el diploma.
- Tener un promedio de calificaciones de "B" o mejor que "B".
- Completar uno de los siguientes:
 - A. Completar 4 créditos en cursos de nivel avanzado (conocido como AP en inglés) y los exámenes AP correspondientes.
 - B. Completar 4 créditos de cursos de bachillerato internacional (conocido como IB en inglés) y los exámenes IB correspondientes.
 - C. Recibir un puntaje combinado de 1200 o más en el examen SAT en las áreas de lectura crítica y matemáticas.
 - D. Sacar un puntaje compuesto de 28 o más en el examen ACT.
 - E. Completar cursos de doble crédito para la escuela secundaria y la universidad de una institución postsecundaria aprobada (6 créditos universitarios transferibles).
 - F. Completar una combinación de un curso AP (2 créditos y el examen correspondiente) o un curso IB de Nivel Estándar (2 créditos y el examen correspondiente) y un curso o cursos de doble crédito para la escuela secundaria y la universidad de una institución postsecundaria aprobada (3 créditos universitarios transferibles).

CORE40 con Honores Técnicos (mínimo 47 créditos)

Para el diploma Core 40 con Honores Técnicos, los estudiantes tienen que:

- Completar todos los requisitos del Core 40.
- Completar una programa carrera-técnica (8 o más créditos adicionales).
- Tener una calificación de "C" o mejor que "C" en cursos que cuenten para el diploma.
- Tener un promedio de calificaciones de "B" o mejor que "B".
- Recomendado: Ganar 2 créditos adicionales en matemáticas y 4-8 créditos en idiomas mundiales para ingresar a una universidad de cuatro años.
- Completar dos de los siguientes opciones, uno tiene que ser A o B:
 - A. Para las siguientes materias tener una calificación de o arriba de las siguientes niveles de WorkKeys: Lectura de Información - Nivel II; Matemáticas - Nivel II; Localizando Información - Nivel 5.
 - B. Completar cursos de doble crédito para la escuela secundaria y la universidad en un área técnica (8 créditos universitarios).
 - C. Completar un curso de Práctica Profesional de Carrera o un curso de Educación Cooperativa (2 créditos).
 - D. Completar una experiencia laboral basada en industria como parte de un programa educacional carrera-técnica de dos años (mínimo 140 horas).
 - E. Recibir una certificación aprobada por el estado y reconocido por la industria.

Diploma General de Escuela Secundaria de Indiana

A partir del 2007-2008, los estudiantes que ingresen a la escuela secundaria tendrán que completar el Core 40 para poder graduarse. El currículo Core 40 de Indiana provee la base académica que los estudiantes necesitan para tener éxito en la universidad y en el empleo.

Para graduarse con menos del Core 40, se deberá completar el siguiente proceso formal de exclusión:

- El estudiante, sus padres o tutores legales, y su orientador académico (u otro miembro del personal que asiste a los estudiantes en la selección de cursos) se reúnen para hablar del progreso del estudiante.
- Se revisa el plan de cursos y carrera del estudiante.
- Los padres/tutores legales del estudiante determinan si el estudiante obtendrá mayores beneficios educativos mediante el currículo general o el currículo del Core 40.
- Si se toma la decisión de excluir al estudiante del Core 40, se le requerirá al estudiante completar los requisitos de cursos y créditos para un diploma general y se tomará una decisión acerca de la secuencia de carrera académica que cursará el estudiante.

Requisitos de Cursos y Créditos

Inglés/Gramática	8 créditos Créditos deberán incluir literatura, composición y oratoria.
Matemáticas	4 créditos 2 créditos: Álgebra I o Matemática Integrada I 2 créditos: cualquier curso de matemáticas
Ciencia	4 créditos 2 créditos: Biología I 2 créditos: cualquier curso de ciencia
Estudios Sociales	4 créditos 2 créditos: Historia de los EE.UU. 1 crédito: Gobierno de los EE.UU. 1 crédito: cualquier curso de ciencias sociales
Educación Física	2 créditos
Salud y Bienestar	1 crédito
Secuencia de Carrera Académica*	6 créditos
Crédito Flex	5 créditos Para obtener 5 Créditos Flex, deberá satisfacer uno de los siguientes: <ul style="list-style-type: none"> • Cursos adicionales para extender la secuencia de carrera académica • Cursos que incluyan aprendizaje en un lugar de trabajo, los cuales pueden incluir los siguientes cursos: <ul style="list-style-type: none"> o Pasantía de exploración de carrera o Pasantía de carrera profesional o Experiencias cooperativas con empresas o Ciencias cooperativas de la familia y del consumidor o Educación industrial cooperativa o Educación cooperativa interdisciplinaria o Experiencia de campo en mercadotecnia • Educación avanzada en carrera-técnico, crédito universitario. • Cursos adicionales en: <ul style="list-style-type: none"> o Gramática o Estudios Sociales o Matemáticas o Ciencia o Idiomas del Mundo o Bellas Artes
Optativos**	6 créditos
40 créditos requeridos por el estado	

*Secuencia de Carrera Académica – Selección los optativos deliberadamente para aprovechar las oportunidades de exploración y preparación de carrera.

** Indica el número de créditos optativos requeridos por el estado. El programa de la secundaria provee tiempo para hacer muchos más optativos.

Algunas escuelas pueden tener requisitos locales adicionales de graduación.

4-YEAR PLAN

Core 40

Grade 9		Grade 10		Grade 11		Grade 12	
English 9	English 9	English 10	English 10	English	English	English	English
Algebra IA	Algebra IB	Algebra IIA	Algebra IIB	Geometry A	Geometry B	Additional Math/QR course	
Biology	Biology	Chem or Phy	Chem or Phy	Science	Science	Additional Science	
Phys Ed	Phys Ed	World History	World History	US History	US History	Government	Economics
Health	Elective	Career Academic Sequence Directed Elective		Career Academic Sequence Directed Elective		Career Academic Sequence Directed Electives	
Honors Diploma							
Language I	Language I	Language II	Language II	Language III	Language III	Fine Arts 2 Credits C40	
Electives							

**Directed Electives include World Languages, Fine Arts and Career/Technical:
5 Credits Required
See Diploma Charts for specific requirements for Core 40/ Academic/Technical Honors**



Statement of Philosophy

Students in all art courses build on the sequential learning experiences of each class that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. In the area of:

- art history, students search for meaning, significance, and direction in two-dimensional works of art and artifacts through an in-depth historical study and analysis of artwork from a variety of cultures and time periods;
- art criticism, students search for meaning, significance, and direction in two-dimensional works of art by (1) critically examining current works and artistic trends, (2) exploring the role of the art critic in society, and (3) exploring art criticism as a method of identifying strengths and limitations in student artwork;
- aesthetics, students search for meaning, significance, and direction in two-dimensional works of art and artifacts by (1) attempting to respond to their personal questions about the nature of art, (2) reflecting on their own changing definitions of art, and (3) assessing their own ideas and definitions in relation to the art community in general; and
- production, students search for meaning, significance, and direction in their own work by producing works of art in a variety of two-dimensional media. Students at this level produce works for their portfolios that demonstrate a sincere desire to explore a variety of ideas and problems.

Art Scope & Sequence

Course	Track			Ninth Grade		Tenth Grade		Eleventh Grade		Twelfth Grade	
	1	2	3	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.
2-Dimensional Art	x	x		x	x	x	x	x	x	x	x
3-Dimensional Art	x	x			x		x		x		x
Ceramics I	x	x				x	x	x	x	x	x
Ceramics II		x					x	x	x	x	x
Ceramics III			x					P	P	P	P
Drawing I	x	x		x	x	x	x	x	x	x	x
Drawing II		x				x	x	x	x	x	x
Drawing III								P	P	P	P
Painting I	x	x				x	x	x	x	x	x
Painting II		x	x				x		x		x
Photography I	x	x		x	x		x	x	x	x	x x
Photography II		x					x	x	x	x	x
Photography III			x					P	P	P	P
Printmaking					x	x	x	x	x	x	x
Computer Graphics I, II						x	x	x	x	x	x
Computer Graphics III						P	P	P	P	P	P
Studio Art - AP		x	x					P	P	P	P
Jewelry								x	x	x	x
IBHL		x	x					P	P	P	P

Track 1 - General Interest in Art/Honors Diploma
Track 2 - Interest in Art beyond Introductory Courses
Track 3 - Vocational/Occupational Pursuit of Art

P = Permission of Dept. Chairperson required

<div> <div>INTRODUCTION TO TWO-DIMENSIONAL ART</div> <div> <div>1 Semester, 1 Credit</div> <div>Grades 9</div> </div> </div> <div> <p>Introduction to Two-Dimensional Art is an art class for students with a general interest in art or who are planning to take other art courses in high school. The class is an application of the elements and principles of design to drawing, painting and collage. The study of artists, art styles, and historical periods of art and careers in visual art will be incorporated into the course.</p> </div>	
<div> <div>INTRODUCTION TO THREE-DIMENSIONAL ART</div> <div> <div>1 Semester, 1 Credit</div> <div>Grades 9, 10, 11, 12</div> <div>2nd Semester Only</div> </div> </div> <div> <p>Introduction to Three-Dimensional Art introduces students to different types of sculpture and the variety of materials used to make sculpture. Students create 3-dimensional pieces based on their study of the elements and principles of design. Sculpture produced includes both, additive and subtractive techniques. All student work relates to the study of historical periods and artists, both past and present.</p> </div>	
<div> <div>CERAMICS I</div> <div> <div>1 Semester, 1 Credit</div> <div>Grades 10, 11, 12</div> </div> </div> <div> <p>Ceramics I is an introduction to the various construction techniques of clay with emphasis on basic techniques of hand-building and work on the potter’s wheel. Techniques in decorating and glazing will also be explored. All techniques and products will be related from historic periods, as well as various cultural settings. At least 30 minutes a week outside of class time will be spent working in the studio.</p> </div>	
<div> <div>CERAMICS II</div> <div> <div>1 Semester, 1 Credit</div> <div>Grades 10, 11, 12</div> </div> </div> <div> <p>Ceramics II is a continuation of Ceramics I. This course provides the students with an opportunity to develop more specific direction within the ceramic medium and enhance skills in both hand built and especially work on the potter’s wheel. Glaze chemistry and decorating techniques will be studied. At least 1 hour a week outside of class time will be spent working in the studio.</p> </div>	
<div> <div>CERAMICS III</div> <div> <div>1 Semester, 1 Credit</div> <div>Grades 11, 12</div> <div>(Prerequisite: Written permission of Dept. Chairperson & Ceramics I & II)</div> </div> </div> <div> <p>Ceramics III is a continuation of Ceramics II. As well as assigned work, this course provides students with advanced individual work in ceramics. At least 1 1/2 hours a week outside of class time will be spent working in the studio.</p> </div>	
<div> <div>DRAWING I</div> <div> <div>1 Semester, 1 Credit</div> <div>Grades 10, 11, 12 (2nd semester 9 with instructor approval)</div> </div> </div> <div> <p>Powers of observation and basic drawing skills will be developed in many different ways using a variety of materials. Subject and study areas will include drawing from visual experiences, perspective, portraiture and anatomy. Study about the lives and drawing styles of master artists from history will be included. Maintaining a weekly sketchbook will be expected.</p> </div>	
<div> <div>DRAWING II</div> <div> <div>1 Semester, 1 Credit</div> <div>Grades 10, 11, 12</div> <div>(Prerequisite: Drawing I with C Grade or better)</div> </div> </div> <div> <p>This is an advanced course in drawing with an emphasis on traditional and non-traditional modes of drawing. Areas of study will include figure drawing, pictorial representation, and illustrative techniques. This course is designed to allow students to develop individual styles and directions in their work.</p> </div>	
<div> <div>DRAWING III</div> <div> <div>1 Semester, 1 Credit</div> <div>Grades 11, 12</div> <div>(Prerequisite: Written permission of Instructor and Drawing I & II)</div> </div> </div> <div> <p>Drawing III will challenge the serious art student to develop a portfolio of drawings that show individual expression and style. Projects will allow for personal interpretation while challenging the artist to creatively solve visual problems. In the second half of drawing III students will design their own project, completing a series of drawings and an artist statement that reflects their personal vision of art.</p> </div>	
<div> <div>PRINTMAKING</div> <div> <div>1 Semester, 1 Credit</div> <div>Grades 9, 10, 11, 12</div> <div>(Prerequisite: Drawing I or 2D Art)</div> </div> </div> <div> <p>Students will be introduced to beginning printmaking techniques. Emphasis will be placed on the student’s ability to deal creatively and conceptually with the technical processes. Areas of study include: linoleum prints, woodcut, stencil, rubbings and monoprints. Students will produce works which demonstrate a sincere desire to explore a variety of ideas and problems.</p> </div>	
<div> <div>PHOTOGRAPHY I</div> <div> <div>1 Semester, 1 Credit</div> <div>Grades 10, 11, 12</div> </div> </div> <div> <p>Photography I allows students opportunities to explore the medium of digital photography and video. Students in this course can expect to be involved with projects that deal with everything from artistic composition in digital photography to writing, filming, and editing a movie. Short film, music video, and documentary are among the movie making categories students can choose to explore. It is encouraged, but not required, that students have their own digital cameras for this course.</p> </div>	
<div> <div>PHOTOGRAPHY II</div> <div> <div>1 Semester, 1 Credit</div> <div>Grades 10, 11, 12</div> <div>(Prerequisite: Photography I with C Grade or better)</div> </div> </div> <div> <p>Photography II is a continuation of Photography I. This course allows for further exploration of digital video. Students taking this course will be introduced to new computer applications to allow them to go deeper into the medium of digital video.</p> </div>	
<div> <div>PHOTOGRAPHY III</div> <div> <div>1 Semester, 1 Credit</div> <div>Grades 11,12</div> <div>(Prerequisite: Photography I & II Written Permission of Instructor)</div> </div> </div> <div> <p>Photography III will provide learning experiences beyond the introductory level provided in the previous two photography courses. Students are expected to develop work for a portfolio to be used for admittance to a post high school program of study or for use in pursuing a job in the media arts field.</p> </div>	
<div> <div>Art</div> <div> <div>1 Semester, 1 Credit</div> <div>Grades 10, 11, 12</div> </div> </div> <div> <p>Computer Graphics I is an introduction to the programs Photoshop and Illustrator in the Creative Suite Series. This course will place an emphasis on understanding the programs in order to create various assignments such as: Collages, Logos, Advertisements, Illustrations and Typographic designs. Students will gain skill and knowledge in both programs while being challenged to think creatively and form original designs.</p> </div>	
<div> <div>COMPUTER GRAPHICS II</div> <div> <div>1 Semester, 1 Credit</div> <div>Grades 10, 11, 12</div> <div>(Prerequisite: Computer Graphics I with C Grade or better)</div> </div> </div> <div> <p>Computer Graphics II is a continuation of Computer Graphics I with an emphasis on creating graphic designs for people in the community. Students will be challenged to continue exploring and learning new skills in Photoshop and Illustrator while creating logos, agenda book covers, brochures, posters, and box designs for clients. Students will also learn how to skillfully critique and revise projects in order to enhance their artwork.</p> </div>	
<div> <div>COMPUTER GRAPHICS III</div> <div> <div>1 Semester, 1 Credit</div> <div>Grades 10, 11, 12</div> <div>(Prerequisite: Computer Graphics I & II and Written Permission of Instructor)</div> </div> </div> <div> <p>Computer Graphics III provides students with the opportunity to continue studying graphic arts in order to creat an outstanding portfolio of graphic artwork. Students will take a specific direction in graphic design and continue perfecting their skills in Photoshop and Illustrator.</p> </div>	
<div> <div>PAINTING I</div> <div> <div>1 Semester, 1 Credit</div> <div>Grades 9, 10, 11, 12</div> <div>(Prerequisite: Drawing I or 2-D Art)</div> </div> </div> <div> <p>This is a course to develop individual expression and an understanding of art structure through color theory, study of artists and art styles. Students will examine various materials and techniques appropriate for painting. Materials used will include watercolors and tempera.</p> </div>	
<div> <div>PAINTING 2</div> <div> <div>1 Semester, 1 Credit</div> <div>Grades 10, 11,12</div> <div>(Prerequisite: Drawing I or 2-D Art)</div> </div> </div> <div> <p>This course painting studies through studio activity and appreciation. Exploration of design principles, including color and form relationships. Students will experience varied media and appropriate visual relationships using created canvas and a variety of paper. A history of Art is learned by exploring different cultures and art techniques. Materials will include the use of ink and acrylic. A Visual Journal is required.</p> </div>	
<div> <div>Jewelry</div> <div> <div>1 Semester, 1 Credit</div> <div>Grades 11,12</div> <div>(Prerequisite: Drawing I or 2-D Art)</div> </div> </div> <div> <p>Jewelry is an introduction to different types of metal forming processes using copper, aluminum and silver. Students will create rings, pendants, findings, earrings, bracelets and small sculptures using teh following techniques: basic forming, cold connections, wire forming, bunching and chasing, piercing, sawing filing and polishing. In addition, students will create beads using materials such as clay, upcycled paper and gift cards. There will be a high level of creativity required for this class.</p> </div>	
<div> <div>STUDIO ART - AP</div> <div> <div>2 Semesters, 2 Credits</div> <div>Grades 11, 12</div> <div>(Prerequisite: Approval of Instructor) Core 40 and AHD</div> </div> </div> <div> <p>Studio Art, Advanced Placement is a course based on the content established by the College Board. Portfolios are designed for students who are seriously interested in the practical experience of art. AP Studio Art is not based on a written examination; instead, students submit portfolios for evaluation at the end of the school year. The AP program is a cooperative endeavor that helps high school students complete college-level courses and permits colleges to evaluate, acknowledge, and encourage that accomplishment through the granting of appropriate credit and placement.</p> </div>	
<div> <div>• Drawing Portfolio</div> <div> <p>The Drawing Portfolio is designed to address a very broad interpretation of drawing issues and media. Any work that makes use of photographs, published images, and/or other artists’ works must show substantial and significant development beyond duplication.</p> </div> </div> <div> <div>• 2-D Design Portfolio</div> <div> <p>This portfolio is intended to address a very broad interpretation of two-dimensional (2-D) design issues. This type of design involves purposeful decision-making about how to use the elements and principles of art in an integrative way. For this portfolio, students are asked to demonstrate proficiency in 2-D design using a variety of art forms. Any work that makes use of photographs, published images, and/or other artists’ works must show substantial and significant development beyond duplication.</p> </div> </div> <div> <div>• 3-D Design Portfolio</div> <div> <p>This portfolio is intended to address a broad interpretation of sculptural issues in depth and space. A variety of approaches to representation, abstraction, and expression may be part of the student’s portfolio. Any work that is derived from hotographs, published images, and/or other artists’ works must show substantial and significant development beyond duplication.</p> </div> </div>	
<div> <div>IB HIGHER LEVEL ART</div> <div> <div>4 Semesters, 4 Credits</div> <div>Grades 11, 12</div> <div>(Prerequisite: Approval of Instructor) IB Diploma Certification</div> </div> </div> <div> <p>Students will participate in the developing of their own curriculum, which will include production, cultural investigation, international investigation, and quality artwork. Students will locate their own artistic voices through their Visual Arts Journals, finding historical and contemporary forms while investigating other cultures through guided learning one-on-one and in groups. This artistic journey will be a focus throughout the Visual Arts Journals.</p> <p>Students will use the drawing and ceramics classrooms, the painting room, the computer room, the wood shop, the media arts room, and the art office in order to complete their work.</p> <p>The artist as a person is impacted by place and culture. The students will study family connections, differences of symbols from culture to culture and connect historical differences to the present. Movements in art that cross international boundaries and became universal will be studied. The universality of aesthetics and the elements and principles of design will be studied not only to look at work but to also make artwork. The impact of the students discovery will be seen in their own artwork.</p> </div>	

Business, Marketing & Information Technology



<http://ghs.goshenschools.org/departments/business/courses.htm>

Vision Statement

The Department of Business and Marketing Education will develop an engaging and challenging project-based curriculum for all K-12 students. We will focus on life skills, information technology proficiencies, problem solving, critical thinking, employability skills, and career preparation.

Business Scope & Sequence

Course	Ninth Grade		Tenth Grade		Eleventh Grade		Twelfth Grade	
	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.
Business Math			x	x	x	x	x	x
Introduction to Business	x	x	x	x	x	x	x	x
Business Law and Ethics					x	x	x	x
Introduction to Accounting			x	x	x	x	x	x
Advanced Accounting II					x	x	x	x
Interactive Media					x	x	x	x
Principles of Marketing					x	x	x	x
Strategic Marketing						x	x	x
Personal Financial Responsibility					x	x	x	x
Computer Science I			x	x	x	x	x	x
Computer Science II					x	x	x	x
Digital Applications and Responsibility	x	x	x	x	x	x	x	x
Courses may be taken any time during or after the year listed								

Business

The Business, Marketing & Technology Department highly recommends that all students take Digital Citizenship before graduating from GHS.

INTRODUCTION TO ACCOUNTING I 2 Semesters, 2 Credits
Grades 10, 11, 12

Accounting is a beginning level business finance course that introduces principles and procedures for proprietorships and corporations using double-entry accounting with emphasis on accounting principles as they relate to both manual and automated financial systems. Instructional strategies may include the use of computers, projects, graphic organizers, simulations, and real world experiences to apply accounting theories and principles. Students will play the board game Monopoly and complete the eight steps of the accounting cycle as a proprietorship during the first semester. They will form corporations and complete the accounting cycle and prepare an annual report during the second semester.

INTRODUCTION TO BUSINESS 1 Semester, 1 Credit
Grades 9, 10, 11, 12

Business Foundations is the basic introductory course where students can explore all aspects of business. This course covers topics in business organization, the use of money and banking, investments, accounting, business law and marketing. The goal of this course is to help students realize how important basic business skills are in everyday life, regardless of their ultimate career choice. This course also provides increased awareness of upper level business courses that could assist with their ultimate career choice.

BUSINESS LAW & ETHICS 1 Semester, 1 Credit
Grades 11, 12

Business and Personal Law is a one-semester business course that provides for an understanding of the basic foundation of the legal system. The course will cover consumer rights and obligations, contractual agreements, business rights and obligations, torts, law for minors, and both criminal and civil trials. Guest speakers and field trips to the Elkhart County Courthouse and the Indiana State Prison will be utilized to reinforce and expand on classroom materials. The semester will conclude with a mock trial.

BUSINESS MATH
2 Semester, 2 Credit
(Prerequisite: Pass Algebra I
Grade 10,11,12

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. Instructional strategies should include simulations, guest speakers, tours, Internet research and business experiences.

Fulfills a Mathematics requirements for General Diploma only, Qualifies as a Quantitive Reasoning course.

DIGITAL APPLICATIONS AND RESPONSIBILITY
1 Semester, 1 Credit
Grades 9,10, 11, 12

Digital Applications and Responsibility prepares students to use technology in an effective and appropriate manner in school, in a job, or everyday life. Students develop skills related to word processing, spreadsheets, presentations, and communications software. Students learn what it means to be a good digital citizen and how to use technology, including social media, responsibly. Students expand their knowledge of how to use digital devices and software to build decision-making and problem solving skills. Students may be provided with the opportunity to seek industry-recognized digital literacy certifications.

ADVANCED ACCOUNTING 2 semesters, 2 credits
(Prerequisite Intro to Accounting) Suggested grades 11,12

Advanced Accounting expands on the Generally Accepted Accounting Principles (GAAP) and procedures for proprietorships and partnerships using double-entry accounting covered in Introduction to 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.

Business

INTERACTIVE MEDIA

1 Semester, 1 Credit
Grades 11, 12

Information Technology: Interactive Media is a career and technical education business and information technology course that will prepare students for careers in business and industry working DIGITAL interactive media. Students will become competent in creating, designing, and producing secure interactive media products and services for business and industry. This program of study emphasizes the development of digitally-gnerated or computer-enhanced products using multimedia technologies. Students will develop an understanding of IT professionalism including the importance of ethics, communication skills, and knowledge of the “virtual workplace.” Essential skill areas include but are not limited to: Animation; Media Design; Interactive Digital Media; GUI Interfaces; Instructional Application; Application Design; Authoring Languages; Audio/Visual Production; and Digital Imaging.

PRINCIPLES OF MARKETING

(Prerequisite:Recommended: Business Foundations)

1 Semester, 1 Credit
Grades 11, 12

This course will provide a an oppourtunigy for college-bound students to study marketing outside the traditional marketing education course offerings. Emphasis is placed on the functions of marketing. All students will be required to prepare and present a marketing research project utilizing the decision-making process. Additional instructional areas include leadership, management skills, and risk management. Instructional strategies may include a school-based enterprise, computer/technology applications, real and/or simulated marketing experiences and projects in the marketing functions such as those available through the DECA program of co-curricular activities.

STRATEGIC MARKETING

(Prerequisite: Principles of Marketing)

1 Semester, 1 Credit
Grade 12

Strategic Marketing builds upon the foundations of marketing and applies the functions of marketing at an advanced level. Students will study the basic principles of consumer behavior and examine the application of many forms of marketing with hands on experience in the Red Zone. Teacher approval is required for this course, form available from counselors. Counts as a Directe4d Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas. This course is aligned with postsecondary courses for Dual Credit.

PERSONAL FINANCIAL RESPONSIBILITY

1 Semester, 1 Credit
Grades 11, 12

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

COMPUTER SCIENCE I

1 Semester, 1 Credit
Grades 10, 11, 12

Programming in Visual Basic introduces students to computer programming using the Visual Basic language. Throughout the course, information regarding programming-related careers and career/educational paths are provided. Logical thinking processes are required for problem analysis and solving. Instructional strategies should include project-based activities, in-basket, mini basket, and LAPS, which expose students to workplace scenarios that require development/programming of simple applications.

COMPUTER SCIENCE II

1 Semester, 1 Credit
Grades 11, 12

Programming in C++ is an advanced level business course that continues the programming skills started in Programming in Visual Basic. Throughout the course, information regarding programming-related careers and career/educational paths are provided. Logical thinking processes are required for problem analysis and solving. Instructional strategies should include project based activities, in-baskets, minibaskets, and LAPS, which expose students to workplace scenarios that require the development/programming of simple applications.

Cooperative Education Programs



ICE - INTERDISCIPLINARY COOPERATIVE EDUCATION

6 Credits
Grade 12

ICE is a 6-credit course spanning the entire school year and offered to seniors only. Students must complete the entire program to receive credit. The course combines classroom activities with on-the-job training. The class meets during period 4. Students will have three release periods to attend their job (1, 2, 3, or 5, 6, 7). Two credits will be granted for the classroom portion and four credits for the on-the-job training portion. Students must work a minimum of 540 hours during the school year to receive the work-study credits. The classroom portion of the course will cover career related instruction such as: the job application process, career planning, effective communication, basic economics, personal finance, interpersonal relationships, and workplace legalities. The course utilizes local Human Resource Departments to conduct mock interviews. Upon completion of the course, students will have a workplace readiness portfolio including artifacts such as: a job manual, a networking contact list, a personal budget, a cover letter, a resume, common interview questions, and career research.

Students who are interested in the ICE program need to complete the application process, which includes a meeting with the Cooperative Education Coordinator. After meeting with the coordinator and gaining admittance into the program, the coordinator will help the student search for an acceptable job placement. Every attempt will be made to find a job relating to the students’ career objectives. Students must provide their own transportation to be part of this program.

Applications are due the end of March each year.

WBL - WORK BASED LEARNING INTERNSHIP

1 Semester, 2 Credits
Grades 11, 12

The Goshen High School Internship program is a one semester, two-credit course for junior or senior students. This course helps students apply related classroom instruction to real world experiences. Students must sign up for period 1 and period 3, or 5 and 7. The classroom portion meets during both periods on Monday while on-the-job training takes place every Wednesday and Friday during both periods. Grades will be based on attendance, attitude, classroom work, and the evaluation of the site supervisor. Students will leave the class with a portfolio of their Internship experience. Projects compiled in the portfolio are: career research paper, cover letter, resume, follow-up letter, weekly journals, and a career interview.

Students wishing to be placed in an Internship will complete an Internship application as well as meet with the Cooperative Education Coordinator. This application will compare their career interest to the GHS courses they have completed that relate to their intended placement. Upon gaining acceptance into the Internship program, the coordinator will find an appropriate placement for the student. Students must provide their own transportation to be part of this program.

Applications are due the end of March each year.



Engineering Technology



Statement of Philosophy

The Engineering Technology Department is aiding the educational process at Goshen High School by improving the technological literacy of our students. Technology education, the study of industry and its associated technologies, will help students develop the skills and motivation for success in their choices of continuing education and employment after high school.

Goals

The goals of Engineering Technology are:

- Teamwork
- Career Awareness
- Communication Skills
- Problem Solving
- Self-Directed Learning
- Use of Technology

Engineering Technology Scope & Sequence

Course	Ninth Grade		Tenth Grade		Eleventh Grade		Twelfth Grade	
	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.
Tech Systems I	x	x	x	x	x	x	x	x
Tech Systems II		x	x	x	x	x	x	x
Introduction to Design Processes		x	x	x	x	x	x	x
Introduction to Engineering Design			x	x	x	x	x	x
Construction Trades I, II					x	x	x	x
Introduction to Construction I		x	x	x	x	x	x	x
Introduction to Construction II		x	x	x	x	x	x	x
Principles of Engineering			x	x	x	x	x	x
Computer Repair I, II	x	x	x	x	x	x	x	x

Engineering Technology

TECHNOLOGY SYSTEMS I

(No prerequisite)

1 Semester, 1 Credit

Grades 9, 10, 11, 12

Technology systems I is a course that focuses on the technologies used in the career pathways related to Architecture & Construction, Arts, A/V Technology and Communications, Manufacturing, Science, Technology, Engineering & Mathematics and the Transportation, Distribution, & Logistics career clusters. Instructional strategies include creative problem solving activities that address real-world problems and opportunities. Computer experiences are used to incorporate graphics, simulations, networkikng and control systems. Students are also introduced to, and engaged in, investigating career opportunities within a career cluster of their choice. Systems thinking skills are used by studetns to study, diagram, and test a solution to a scenario related to their career interests.

TECHNOLOGY SYSTEMS II

(Prerequisite: Tech Systems I)

1 Semester, 1 Credit

Grades 9, 10, 11, 12

Technology Systems II is an opportunity for a student to visit the Technology lab for a second semester and complete additional work/learn units. The content of this course is exactly like Tech Systems I. See course description of Technology Systems I for details.

INTRODUCTION TO DESIGN PROCESSES

(Prerequisite: Technology Systems I or be Grade 11, 12)

1 Semester, 1 Credit

Grades , 10, 11, 12

Introduction to Design Processes is a course that specializes in modern design and engineering processes with a focus on creative problem solving in developing, testing, communicating, and presenting post-evaluation of products. Students use the design process to analyze research, develop ideas, and produce products solutions. This process gives a framework through which they design, manufacture tests present their ideas. Students will demonstrate and utilize design principles and elements for visual presentation. Designing aspects will also cover aesthetics, ergonomics, the environment, safety, and production. The design process is a core-learning tool for many courses enabling the student to solve problems in a systematic, logical and creative manner. Students develop a good understanding of the way the process helps them think creatively and developing aesthetic ideas. The design process encourages the students to engage in higher level thinking to create solutions for many types of problems.

INTRODUCTION TO ENGINEERING DESIGN

(Prerequisite: Design Processes or be Grade 12)

2 Semester, 2 Credits

Grades 10, 11, 12

Introduction to Engineering 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). This course also allows the students dual credit opportunities.

CONSTRUCTION TRADES: TRADES I & II

(Preferred that students complete Tech. Systems I)

2 Semesters, 2 Credits

Grades 11, 12

The Vocational Building Trades program combines classroom instruction with on-site training in the area of the building trades industries. The class is offered in the morning and the afternoon for three periods and is only open to students in grades 11 and 12. Students are involved in the complete construction of a residential structure, with emphasis being placed on developing construction skills, terminology, safety, and teamwork. The class is held on the building site and good attendance is mandatory. Students will be responsible for their own transportation to the building site.

INTRODUCTION TO CONSTRUCTION I (Framing)

(Prerequisite: Technology Systems I or be in Grade 11, 12)

1 Semester, 1 Credit

Grades 9, 10, 11, 12

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 related to the beginning steps of construction. Students learn how architectural ideas are converted into projects and how projects are managed dudring a construction projectd in this course. Students also investigate topics related to the purchasing and maintenance of structures, special purpose facilities, green construction and construction careers. The capstone project of this course will be to construct a storage shed or similiar activity.

Engineering Technology

INTRODUCTION TO CONSTRUCTION II (Finishing) Grades ,10, 11, 12

Introduction to Construction (Finishing) is a course that will expand on the Introduction to Construction Framing by offering 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 electrical, plumbing, finish trim, floor coverings, 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 enclosing the structure, installing systems, finishing the structure, and completing the site. Students also investigate topics related to the purchasing and maintenance of structures, special purpose facilities, green construction and construction careers. Prerequisite: Framing

PRINCIPLES OF ENGINEERING (Prerequisite: Intro Eng Design, Design Processes, teacher permission) Grades 10, 11, 12

Engineering Design and Development is an engineering course in which students work in teams to research, design, test, and construct a vehicle to be tested at the Shell Eco-Marathon and Indiana Super Mileage Contest. Students utilize the design process to guide them and their team to reach solutions to the identified problems. The team presents and defends their solution through documentation and the final vehicle prototype. The EDD course allows students to apply all the skills and knowledge learned in previous engineering technology, mathematics, and science courses. The use of 3D design software helps students design solutions to the problem their team has chosen. This course also engages students in critical thinking and problem-solving skills, time management and teamwork skills, a valuable set for students' future careers.

TRANSPORTATION SYSTEMS

Grades 9,10, 11, 12

Transportation Systems is a course that specializes in the study of the transportation systems used to support commerce and the logistics for the efficient movement of goods and people. In this course, students will explore the systems, techniques and vehicles used to move people and cargo on land, water, air, and space. Activities allow students to understand a variety of transportation systems and investigate the energy, power and mechanical systems used to move people and products from one location to another.

COMPUTER TECH SUPPORT Two semester courses Grades 9,10,11,12

First Level: Introduction to computers, hardware specific with a focus on the current student laptops. The main objective is to run a business of getting students in and out in a five minute window for computer issues. Students will fix quick issues, call in for help other medium issues and ship out large problems. Professional calls to manufacturers, replacing hard drives, keyboards, ROM drives, packaging, data collection and organization are all parts of the course. Students interested in computer repair as a career should continue with level two.

COMPUTER SCIENCE II Recommended Grade Level: 11, 12

Computer Science II: Special Topics is an extended experience designed to address the advancement and specialization of computer science careers allowing schools to provide a specialized course for a specific computer science workforce need in the school's region. It prepares students with the knowledge, skills and attitudes essential for working in the field of computer science. Course standards and curriculum must be tailored to the specific computer science specialization. This course must prepare students for advancement in this career field and should provide students with opportunities for certification or dual credit.

English



Statement of Philosophy

The Goshen High School English Department believes that the multi-faceted study of English, which includes language, reading, literature, listening, speech, and composition, comprises the cornerstone of our high school students' overall education, no matter what their ultimate career choices may be. While recognizing that students learn at different levels and rates, the department affirms its responsibility to incorporate all elements of English study in every student's individual course work.

English Scope & Sequence

The Indiana Academic Standards for English/Language Arts and the Common Core State Standards for English/Language Arts are the basis for all courses and instruction in the English Department.

English teachers consider students' reading levels (as indicated by the NWEA Inventory), grades, work ethic and parental recommendations when placing students in classes. The English program is designed to provide for level changes as student, teachers, and counselors become aware of different student needs. All movement from one difficulty level to another should be carefully considered by the student, his/her parents, counselors, and teachers.

Freshmen and Sophomore Skills Courses, Levels: At the freshman and sophomore level, class levels are organized by class title. "Lab" is designed for the struggling language arts student and is assigned by placement only. English 9 and 10 classes are designed for students who anticipate entering a technical school or the world of work after graduation or for the student who wishes to refine his/her basic skills before attempting advanced level work. Honors classes are designed for the college preparatory student or the student of high ability level in the language arts.

Junior and Senior Course Levels: These levels are identified by number I through VI and are described under "Junior and Senior Elective Recommendations" on following pages.

English

FRESHMAN REQUIRED COURSE DESCRIPTIONS

All instruction is based on Indiana’s Academic Standards for English/Language Arts and the Common Core State Standards for English/Language Arts.

The freshman program encompasses a full year study of English skills. Each student must pass at least one semester of freshman English course work in order to advance to sophomore courses; however if a student fails both freshman semesters, s/he must repeat the course work before advancing to sophomore courses. Since eight semesters of English are required for graduation, any failed credits must be made up in summer school in junior/senior electives, if available.

GENRES OF LITERATURE	2 Semesters, 2 Elective Credits	ENGLISH 9 HONORS	2 Semesters, 2 Credits
(By placement only)			

Reading and Writing Lab is a course designed for students reading significantly below grade level who need intensified help in raising reading skills. Students will be identified and placed in this class and monitored closely by the instructor. Because reading skills are vital to overall high school success, the main focus of the course will be improving reading comprehension, vocabulary, and writing. This class will be taken concurrently with English 9. Placement in this class is based primarily on reading ability as shown through the Scholastic Reading Inventory.

ENGLISH 9	2 Semesters, 2 Credits
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In this basic freshman course emphasis will be on all areas of English Language Arts skills: reading, writing, speaking, listening. Literature will provide the focal point for discussion, composition, grammar, and reading skills development. Students will develop their writing through assignments including analytical essays and creative writing. Literature studied will include the short story and nonfiction. Works such as *Romeo and Juliet*, and *To Kill A Mockingbird* will be studied.

In this advanced freshman course emphasis will be on all areas of English Language Arts skills: reading, writing, speaking, listening. Literature will provide the focal point for discussion, composition, grammar, and reading skills development. Students will develop their writing through assignments including analytical essays. Literature studied will include the short story, poetry and nonfiction as well as *The Odyssey*, *Romeo and Juliet*, *To Kill A Mockingbird*, and two additional novels. The primary differences between English 9 and English 9 Honors will be secondary selections, depth of analysis and discussion, reading level work, and more work required outside of classtime.

English

SOPHOMORE REQUIRED COURSE DESCRIPTIONS

All instruction is based on Indiana’s Academic Standards for English/Language Arts and the Common Core State Standards for English/Language Arts

The sophomore year program encompasses a full year study of English skills. Every student must pass both Semesters I and II of English 10 in order to graduate. Each semester includes required projects that must be satisfactorily completed in order for the student to pass the semester. A failed semester may not be made up by an English elective.

ENGLISH 10	2 Semesters, 2 Credits	ENGLISH 10 HONORS	2 Semesters, 2 Credits
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This basic sophomore course will continue the work done at the freshman levels emphasizing skills in reading, writing, speaking and listening. Reading skills will be emphasized through the study of two novels, short stories, a drama and various non-fiction selections. Literary analysis will accompany both of the course novels. A unit on mass media culminate with a persuasive essay and a small group oral presentation. This unit will combine skills in summarizing informational texts, research, and citation of sources.

ENGLISH 10 LANGUAGE ARTS LAB	offered 2 semesters, 2 elective credits
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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 focusing on the Indiana Reading and Writing Standards. This course is for students who need additional support in all the language arts (reading, writing, speaking and listening), but especially in reading and writing. Students take this class concurrently with English 10.

This course will continue the work done at the freshman levels emphasizing English skills in reading, writing, speaking and listening. Literary works will be the focal point of various units of study in composition, grammar, vocabulary development and reading skills. In addition, speech and oral communication skills will be stressed. A unit on modern media will culminate with a persuasive essay and small group oral presentation. This unit will combine skills in summarizing informational texts, research and citation skills. Two or three novels, two plays, and varous outside readings comprise the major literary study which will be augmented by anthology literature in short fiction, poetry and nonfiction. Considerable work in analytical writing, poetry explication, comparison/contrast, and thematic analysis will be pursued through writing. Grammar emphasis will reinforce correct punctuation and coherence in writing and speaking. The main difference between English 10 and English 10 Honors is in the literature selections, reading levels, and depth of analytical writing expected.

English

JUNIOR AND SENIOR ENGLISH ELECTIVE COURSE DESCRIPTIONS AND RECOMMENDATIONS

Each student, to become eligible for graduation from G.H.S., must successfully complete at least four credits of elective English courses after completing his/her sophomore year in addition to the four required credits of the freshman and sophomore courses of study. These courses may be chosen, with English teacher approval, from the following list of offerings.

The English Department strongly recommends that students planning on college should take courses at or above Level IV. Stronger students planning on entering a four-year liberal arts college should consider the Honors designated courses. While one credit in either area may be substituted by a special interest class, it is strongly suggested that students take special interest classes as additional English electives rather than in place of one of the suggested classes.

Students who are envisioning a transition to a technical school or to the world of work after high school should take a balanced load of classes from courses Level III-IV and above.

Levels I and II are designed for those students who are challenged by reading and writing tasks. It is the goal to have students move from Level I and II classes into other levels as their skills increase.

DEGREE OF DIFFICULTY

All instruction is based on Indiana’s Academic Standards for English/Languagage Arts and the Common Core State Standards English/Language Arts

English electives are given a degree of difficulty. Refer to the course descriptions for clarification. The literature and pacing of the classes constitute the major differences in levels. The levels are as follows:

Level I and II courses are designed for students who find reading, writing, and speaking tasks challenging and who want to continue to refine their basic skills.

Level III and IV courses are for students who have average command of the basic language skills and are able to advance beyond these basic skills at a moderate rather than at an accelerated pace. These courses are designed more for the student who will transition to the world of work or a technical institution after high school.

Level V and VI courses are for students who learn fairly rapidly and have a good command of language skills. Some of these courses have been created to offer a challenge to students who have excellent control of skills and are looking for stimulating academic learning experiences. College bound students should have at least four credits from among these courses.

Several courses are offered which are appropriate for all difficulty levels.

English

LEVEL I AND II OFFERINGS

All instruction is based on Indiana’s Academic Standards in English/Language Arts and the Common Core State Standards for English/Language Arts.

AMERICAN STUDIES 2 Semesters, 2 Credits
(Not available to those who have passed the English 10 ECA) Year-long Course

This course is a combined English/Social Studies course that is made available for students who want to explore the link between the historical development of the United States and the writings produced by American writers throughout our history. Since this is a two-period class, students will receive both a U.S. History credit and an English credit each semester. Language art skills - reading, writing, speaking, and listening - will be stressed in the English segment; history will be studied in conjunction with geography. Offered all semesters, in sequence. The semesters can not be taken out of sequence. This class is only offered to students that have not yet passed the graduation English test.

ENGLISH 12: 2 Semesters, 2 Credits

English 12 provides a study of language, literature, composition, and oral communication focusing on an exploration of point of view or perspective across a wide variety of genres. Students use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance for Grade 12 in classic and contemporary literature balanced with nonfiction with an emphasis on Ethnic and World Literature. Students write responses to literature, reflective compositions, historical investigation reports, and resumes. Students write and deliver grade-appropriate multimedia presentations and access, analyze, and evaluate online information.

LEVEL III AND IV OFFERINGS

All instruction is based on Indiana’s Academic Standards in English/Language Arts and the Common Core State Standards for English/Language Arts

ENGLISH 11 2 Semesters, 2 Credits

English 11 utilizes primarily American literature to focus on reading, personal reflection and critical thinking, as well as academic writing skills acquisition. Reading comprehension and analysis skills will be emphasized as well as practice in such basic employability writing skills as structure, organization, and reflection. Reading and writing for a wide variety of purposes will include practice in personal narrative, position statements and defense, and problem solving skills.

AMERICAN EXPERIENCE 2 Semesters, 2 Credits
(Not available to those who have already taken U.S. History) Year-long Course
(Prerequisite: Pass English 10 ECA) Level IV-V

This course is a combined English-Social Studies course that is made available for students who want to explore the link between the historical development of the United States and the writings produced by American writers throughout our history. Since this is a two period class, students will receive both a U.S. History credit and an English credit each semester. Language art skills - reading, writing, speaking, and listening - will be stressed in the English segment; history will be studied in conjunction with geography. Offered both semesters, in sequence. The semesters cannot be taken out of sequence.

ENGLISH 12: 2 Semesters, 2 Credits

English 12 is a yearlong course that will enable students to become more skilled readers of a wide range of literature from various genres. The course of study will include fiction, non-fiction, classic, and contemporary texts. Students are expected to read and respond to a variety of literature—independently, in group discussion, and in writing. All facets of language arts—reading, writing, listening, and speaking—will be covered. This course is designed specifically for students who are preparing to enter the workforce or vocational school after graduating from high school.

English

LEVEL V - VI OFFERINGS

All instruction is based on Indiana’s Academic Standards for English/Language Arts and the Common Core State Standards for English/Language Arts

DRAMATIC LITERATURE: STRATFORD EXPERIENCE

1 Credit
Offered 1st Semester
Level V - VI

The Stratford Experience is designed as a course to be taken by the student interested in furthering his study of theatre, particularly Shakespearean theatre, but also including plays from a variety of playwrights. The curriculum will vary from year to year as the offerings of the Stratford Festival in Stratford, Ontario, vary. Students who wish to earn credit in this course will be required to attend the play performances in the fall schedule of the Festival’s offerings. Attendance is absolutely compulsory. Transportation, lodging, and tickets to the sponsored performances will be provided as part of the course. The course fee will reflect this cost per student. Some class sessions will be scheduled outside the regular school day or during the summer months with attempts to avoid conflicts as much as possible.

Scheduling of the Festival trip will be done according to the best available time, corresponding to Fall Break, or Labor Day break, whenever possible. An alternate time schedule will be for a Thursday, Friday, Saturday causing the least amount of scheduling conflicts. Students in sports or other school related functions are urged to consider this factor when enrolling. Students may take this course more than once as the content changes yearly based on the plays performed at Stratford.

FUNDAMENTALS OF SPEECH COMMUNICATIONS

2 Semesters - 2 credits
Level V

A study of communication theories as applied to speech; practical communicative experiences ranging from interpersonal communications and small-group process through problem identification and solution in discussion to informative and persuasive speaking in standard speaker-audience situations.

ENGLISH 12 ACP ADVANCED ENGLISH/LANGUAGE ARTS, COLLEGE CREDIT: WRITING THEMES ABOUT LITERATURE ACP (L202)

(Prerequisite: English 11 College Prep or IB)
1 semester 1 credit
Offered 2nd Semester
Level V-VI

Writing Themes about Literature is a class in analytical writing style. Students will write six 750-1000 word papers based on class readings and discussion in novel, poetry, short fiction and drama. A college text in literature and analytical writing is the basic text. Short reading quizzes and notebook work will augment paper grades, but there are no tests except for an essay final. Through the auspices of Indiana University, qualifying seniors may enroll concurrently in L202 and earn three hours of college credit fully transcribed and transferable to most institutions. (Check course materials and with counselor/teacher). Those selected to take college credit for the course will pay hourly credit costs to Indiana University in addition to regular book rental.

ENGLISH 12 ACP ADVANCED ENGLISH/LANGUAGE ARTS, COLLEGE CREDIT: WRITING ANALYTICALLY ACP (W131)

(Prerequisite: English 11 College Prep OR IB)
1 semester 1 credit
Offered 1st Semester
Level V- VI

This advanced placement course is a one-semester course in writing offered in conjunction with Indiana University. It is a course in critical reading and writing with sources. Students will be reading challenging academic articles from a variety of curricular disciplines and should therefore be reading at or beyond the twelfth grade level. In Writing Analytically (W131), students master skills of summary, critique, analysis, synthesis, and documentation needed in college and beyond. Seniors may earn three hours of freshman composition credit in W131, granted directly from Indiana University and fully transcribed as transferable college credit to most institutions. (Check course materials and with counselor/teacher). Those selected to take college credit for the course will pay hourly credit costs to Indiana University in addition to regular book rental.

English

LANGUAGE A1 HIGHER LEVEL INTERNATIONAL BACCALAUREATE

(Prerequisite: English 10 Honors)
4 Semesters, 4 Credits
Offered 4 Consecutive Semesters
Level VI

Language A1 Higher Level, International Baccalaureate, is a pre-university literature course consisting of four semesters of study. The course promotes an appreciation of literature and knowledge of the student’s own culture, along with that of other societies, and develops the student’s powers of expression, both in oral and written communication. The course emphasizes the skills involved in writing and speaking in a variety of styles and situations and offers the student the opportunity to read 11-15 works grouped by genres. The four semesters are taken consecutively in the following order, starting with the student’s junior year: Themes in Literature (Part IV of the IB curriculum, School’s Free Choice); World Literature (Part I of the IB curriculum, World Literature); Genres of Literature (Part II of the IB curriculum, Detailed Study); and Drama (Part III of the IB curriculum, Group of Works). Students enrolled in the IB classes will be required to take the IB examinations as part of their course requirements.

SPECIAL OFFERINGS AND OPPORTUNITIES

All instruction is based on Indiana’s Academic Standards in English/Language Arts and the Common Core State Standards for English/Language Arts

STUDENT PUBLICATIONS: WRITING

2 Semesters, 2 Credits
Offered Both Semesters
(Prerequisite: Teacher Approval)
Must pass ECA
Offered to Grades 10, I1, 12

Writing for Publication is an advanced level journalistic writing class open to those students who receive teacher approval. Students should have a strong writing background, enjoy writing, and be able to work independently. The class will model a publication business with the primary goal of producing the school newspaper, The Tomahawk, and the yearbook, The Crimson.

*NOTE: Journalism credits for fulfilling an English requirement may be counted only ONCE for each course. Additional credits will count toward graduation, but not toward English requirements for graduation.

ENGLISH LAB: ADVANCED ELECTIVE READING

(Prerequisite: Senior with 7/8 English Credits)
1 Semester, 1 Elective Credit
Offered to Grade 12 only

Leisure Reading is a course given to the pursuit of reading for enjoyment. To earn a credit, the student will be required to journal reading time and subjects and complete appropriate reports/projects each grading period to indicate progress. Please note that the course CANNOT be taken for fulfillment of an English credit. It is designed for the student who wishes time in his day set aside for pursuing leisure reading with an opportunity to earn general elective credit.

ENGLISH 11 COLLEGE PREP

(Prerequisite: Pass English 10 ECA)
2 Semesters, 2 Credits
Level V-VI

English 11 College Prep is a study of language, literature, composition, and oral communication. Students will use literary interpretation, analysis, comparisons, and evaluation to read and respond to representative works of historical or cultural significance appropriate for college-bound grade 11 students. Students will encounter both classic and contemporary literature as well as works of nonfiction. Reflective compositions and analytical responses to literature will be an integral part of course requirements.

ENGLISH 12 COLLEGE PREP

(Prerequisite: Pass English 10 ECA)
2 Semesters, 2 Credits
Level V-VI

English 12 College Prep is a literature and writing course for college bound students. The second semester will provide a study of literature and application of effective strategies for writing about literature. The first semester of this course emphasizes critical reading and writing with informative/non-fiction sources. Students master skills of summary, analysis, synthesis and documentation needed for college and beyond. Students will read imaginative literature from British, American and/or world authors and will write in response to the literature, considering a work’s structure, style and theme as well as such smaller-scale elements as use of figurative language, imagery, symbolism and tone.

SENIOR PROJECT

1 Semester, 1 Elective Credit
(Pre-approval by department chair absolutely required)
Offered Both Semesters

Offered to Grade 12 only

Do you have a special talent that will enable you to complete a project in English for credit? Perhaps you’re a film buff? Maybe you enjoy music or art? Why not combine your talents and earn English credit? Design a series of artistic sketches of costumes for O’Neill’s plays. Compose a musical score for background of oral reading of elected works of Eugene Ionesco. Make your own film as an adaptation of a story you’ve read or an original work. Or maybe you’ve always wanted to write. Do it for credit. Write your novel, play or book of short stories or essays. Perhaps you want to do a play or book of short stories or essays. Perhaps you want to do a detailed study of an author and his or her works. Students wishing to enroll in this class must submit a proposal of the project they wish to complete to the English department chair and receive written approval.

English

English Language Learners (EL)

Inglés

Estudiantes de la Lengua Inglesa (EL- siglas en inglés)

Statement of Philosophy

The Goshen High School EL Department believes that the study of English, which includes listening, speaking, reading, and writing skills, is of utmost importance in preparing language minority students for the academic challenges of high school, their future career opportunities and their well-being. Since English is the foundation for all other courses, it is imperative that language minority students have a thorough understanding of English and be able to use it effectively. In addition, we believe it is necessary for all students to learn appreciation and understanding of all cultures.

Scope and Sequence

English Language Learners is for those students whose primary language is a language other than English. Goshen High School offers EL I & II, III, Eng. 9 and EL Reading/Writing Labs I, II, III , IV and V. Placement in these courses is determined by the students’ performance on the Language Assessment Scale test (LAS) or the Scholastic Reading Inventory , and teacher referral. The majority of students will take each course for two semesters. However, depending on student progress, a student may skip one semester of a course moving into a higher level.

Declaración de Filosofía

El departamento de estudiantes de la lengua inglesa (EL) de Goshen High School cree que el estudio de inglés, que incluye las habilidades de escuchar, hablar, leer y escribir, es de máxima importancia en la preparación de estudiantes para los retos académicos en Goshen High School, las oportunidades de carreras en el futuro y su bienestar. Siendo que el inglés es el fundamento para todos los demás cursos, es imperativo que estudiantes de lengua minoritarios tengan una comprensión minuciosa del inglés y que sean capaces de usarlo efectivamente. En adición a esto, creemos que es necesario para todos los estudiantes aprender apreciación y comprensión de todas las culturas.

Ambito y Sequencia

Cursos para estudiantes de la lengua inglesa son para aquellos estudiantes cuyo idioma principal es otro idioma fuera del inglés. Goshen High School ofrece Cursos para estudiantes de la lengua inglesa I, II, III, Inglés 9, y Laboratorios de Lectura/Escritura I,II, III ,IV y V. La colocación en estos cursos es determinada por los resultados de un examen a los estudiantes de la lengua inglesa. La mayoría de los estudiantes tomarán cada curso por dos semestres. Sin embargo, dependiendo de su progreso, el estudiante podrá pasar por alto un semestre de un curso, ascendiendo a un nivel más alto.

EL I	EL II	EL III	English 9 EL IV
EL I	EL II	EL III	English 9 EL
Reading/Writing Lectura/Escritura Lab I	Reading/Writing Lectura/Escritura Lab II	Reading/Writing Lectura/Escritura Lab III	Reading/Writing Lectura/Escritura Lab IV

English (EL)

EL I & II

2 Semesters, 2 Credits

This course is for non English speaking students and students who understand simple sentences in English, especially when spoken slowly, but does not speak, read, or write English except for isolated words or expressions. The course focuses on comprehension, vocabulary, and communication. The goal of the course is to raise students’ reading and writing abilities through literature, grammar, and journal writing.

EL III

2 Semesters, 2 Credits

This course is for students who communicate in English with hesitancy and difficulty. The students can carry on a conversation in English, read, understand, and follow simple directions. The course focuses on comprehension, vocabulary, and communication. The goal of the course is to raise students’ reading and writing abilities through literature, grammar, and journal writing.

ENGLISH 9 EL IV

2 Semesters, 2 Credits

This course is for students who speak and understands English with fluency approaching that of a native speaker, yet still have some deficits in reading and writing. The course content will follow the Indiana proficiencies for 9th grade English in listening, speaking, reading and writing. The goal of the course is to raise students’ reading and writing abilities through the use of literature, discussion, intensive grammar instruction, writing and editing exercises, written compositions and journal writing.

EL V

2 semesters 2 credits

This course is for students who have yet to develop fluent language proficiency in their academic language skills and have remained at a level four or five on the LAS test for several years in a row. The goal of the course is to raise students’ fluency levels through intensive reading, writing and language mechanics study while following the Indiana proficiency standards for 10th grade English.

EL STUDY STRATEGIES

2 Semesters, 2 Credits

Elective

This course is designed for low-level ELL students as an additional source to mastering basic academic English, productive study skills and habits that would help ensure students’ success in school. Students will develop and practice study skills using their individual class assignments. These will include: outlining, skimming and scanning, following directions, time management, and test taking. An important part of the class will be spent getting to know the academic structure and physical layout of Goshen High School. The course also includes basic instruction for using computers and the internet.

EL READING/WRITING LAB I & II

2 Semesters, 2 Credits

Elective

Students who are taking ELI & II will simultaneously take this course based on their reading lexile scores from the SRI test. Students will increase their reading skills by doing individualized readings with comprehension and vocabulary checks at their reading levels. Students will improve writing skills through unit writing projects and individual compositions based on the literature they have read.

EL READING/WRITING LAB III

2 Semesters, 2 Credits

Elective

Students who are taking EL III will simultaneously take this course based on their reading lexile scores from the SRI test. Students will increase their reading skills by doing individualized readings with comprehension and vocabulary checks at their reading levels. Students will improve writing skills through unit writing projects and individual compositions based on the literature they have read.

EL READING/WRITING LAB IV

2 Semesters, 2 Credits

Elective

Students who are taking English 9 EL IV will simultaneously take this course based on their reading lexile scores from the SRI test. Students will improve their reading skills through vocabulary development, reading comprehension, and literature discussion groups. Students will improve their writing skills through unit writing projects and individual compositions based on the literature they have read.

2 Semestres, 2 Créditos

ESTUDIANTES DE LA LENGUA INGLESA (EL)
LABORATORIO DE LECTURA/ ESCRITURA I & II
Electivo 2 Semestres, 2 Créditos

2 Semestres, 2 Créditos

ESTUDIANTES DE LA LENGUA INGLESA (EL)
LABORATORIO DE LECTURA/ ESCRITURA III
Electivo 2 Semestres, 2 Créditos

2 Semestres, 2 Créditos

Los estudiantes de la lengua inglesa (ELL) III pueden tomar este curso al mismo tiempo, basado en los resultados de sus calificaciones del SLEP (un exámen de inglés). Los estudiantes aumentarán sus habilidades de lectura por medio de lecturas individualizadas con medidas de comprensión y vocabulario a sus niveles de lectura. Los estudiantes mejorarán sus habilidades de escritura por medio de proyectos de escritura y composiciones individuales basadas sobre la literatura que hayan leído.

ESTUDIANTES DE LA LENGUA INGLESA (EL)
LABORATORIO DE LECTURA/ESCRITURA IV
Electivo 2 Semestres, 2 Créditos

Estudiantes que están tomando Inglés 9 pueden tomar este curso al mismo tiempo, basado en los resultados de sus calificaciones del SRI (un examen de inglés). Los estudiantes aumentarán sus habilidades de lectura por medio del desarrollo de vocabulario, actividades de comprensión de lectura y conversaciones sobre literatura que han leído. Los estudiantes mejorarán sus habilidades de escritura por medio de proyectos y composiciones individuales basadas en la literatura que hayan leído.

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The Department of Health and Human Services teaches students the importance of a healthy lifestyle. Students will learn skills that involve: decision-making, prevention of mental and physical health problems, coping with stressful situations, communication and relationships and critical thinking. Students will also learn about career opportunities and lifetime skills that include problem solving and becoming a self-sufficient citizen.

[illegible]

Health & Human Services

HEALTH AND WELLNESS

1 Semester, 1 Credit
Grades 9, 10, 11, 12

Health Education provides the basis for continued methods of developing knowledge, concepts, skills, behaviors, and attitudes related to student health and well-being. This course includes the major content areas in a planned, sequential, comprehensive health education curriculum as expressed in the Indiana Health Education Academic Standards Guide.

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 prevent disease. Students are also encouraged to assume individual responsibility for becoming competent health consumers. A variety of instructional strategies, including technology, are used to further develop health literacy

ADVANCED HEALTH

1 Semester, 1 Credit
(Prerequisite: Health and Wellness with a grade of C or better) Grades 11, 12

This course is designed to acquaint students with the specialized language of medicine by focusing on the precise communication required by practitioners in medicine (i.e. health information managers, physical therapists, nurses, surgical technologists, occupational therapists, respiratory care practitioners, dental hygienists, doctors, etc.) and related fields. After memorizing the word elements (prefixes, suffixes, and combining forms), and being taught the correlation between word elements, abbreviations and symbols with the basic anatomy, physiology and disease processes of the human body, students will be able to quickly recognize medical word meanings and understand medical reports. This course is a transfer/N course.

PREPARING FOR COLLEGE & CAREERS

1 Semester, 1 Credit
Grades 10, 11, 12

Preparing for College and Careers addresses the essential knowledge, skills, wellness; interpersonal relationships; family, community, and career connections; and family and consumer resources. Topics include life exploration and planning; career exploration and planning; wellness; building employability skills; transferring school skills to life and work; communication and interpersonal relations skills; planning for lifelong development and learning; managing personal resources; decision making processes.

- For Core 40, this course may be used as one credit (or two credits when a two-semester course) "8 additional credits" category and the sub-category labeled "at least 6 credits in a logical sequence from a technical career area" or as a Core 40 Elective. This course qualifies as an Academic Honors Diploma elective.

NUTRITION AND WELLNESS

1 Semester, 1 Credit
Grades 9, 10, 11, 12

This course addresses the knowledge, skills, attitudes, and behaviors associated with good nutrition and wellness across the lifespan. Topics include a study of basic nutrients and their relationship to good health; social and psychological aspects of healthy nutrition and wellness choices; selection and preparation of nutritious meals and snacks based on the Food Pyramid and Dietary Guidelines; safety; sanitation, storage, and recycling issues associated with nutrition and wellness; impacts of technology on nutrition and wellness; and contemporary nutrition and wellness issues.

- For Core 40, this course may be used as one credit (or two credits when a two-semester course) "8 additional credits" category and the sub-category labeled "at least 6 credits in a logical sequence from a technical career area" or as a Core 40 Elective. This course qualifies as an Academic Honors Diploma elective.

CHILD DEVELOPMENT AND PARENTING

1 Semester, 1 Credit
Grades 10, 11, 12

Child Development is an introductory course for all students as a life foundation and academic enrichment; it is especially relevant for students interested in careers that draw on knowledge of children, child development, and nurturing of children. This course addresses issues of child development from conception/prenatal through age 3. It includes the study of prenatal development and birth; growth and development of children; child care giving and nurturing; and support systems for parents and caregivers. This course provides the foundation for continuing and post-secondary education in all career areas related to children, child development, and nurturing of children.

Juniors and Seniors that have completed this course with a C or higher and get a recommendation/approval from their Child Development teacher may sign up for Early Childhood Education.

HUMAN AND SOCIAL SERVICES (PACT)

2, 3, or 4 Semesters
(Prerequisite: 2.5 GPA, recommendation from a teacher and permission of instructor) Grades 11, 12

Students learn and apply advanced skills in Human Services. Students are required to practice and demonstrate skills needed to work with others in a formal or informal helping role. Students will develop goals, plans and timelines for their individual projects, document progress and evaluate their effectiveness. Projects may involve service learning, school/community projects, or a mentor/helper role. Achievement of competencies will be documented through a required student portfolio. Must meet course requirements to continue in subsequent semesters.

- For Core 40, this course may be used as one credit (or two credits when a two-semester course) "8 additional credits" category and the sub-category labeled "at least 6 credits in a logical sequence from a technical career area" or as a Core 40 Elective. This course qualifies as an Academic Honors Diploma elective.

Health & Human Services

ADULT ROLES & RESPONSIBILITY

1 Semester, 1 Credit
Grades 11, 12

This course builds knowledge, skills, attitudes, and behaviors that students will need as they complete high school and prepare to take the next steps toward adulthood in today's society. The course includes the student of interpersonal standards, lifespan roles and responsibilities, individual and family resource management, and financial responsibility and resources.

- For Core 40, this course may be used as one credit (or two credits when a two-semester course) "8 additional credits" category and the sub-category labeled "at least 6 credits in a logical sequence from a technical career area" or as a Core 40 Elective. This course qualifies as an Academic Honors Diploma elective.

JAG Jobs for America's Graduates

2 semesters 2 credits
Grades 11 & 12

The JAG course is a two year program that is sponsored by WorkOne and is offered to Juniors and seniors to help prepare them for the workforce. The first year of JAG helps students to prepare for their future by having them explore and identify their career interests. This course will also help students to develop a career pathway for the future by evaluating colleges and training programs. This course also prepares students to develop their work ready skills through instruction, mentorships and possible paid internships. Students interested in this class will need to complete an application for consideration.

JAG II - The second year of JAG takes a more in-depth look at helping students to transition into the workforce by helping seniors to start their career pathway during and after their senior year. JAG II focuses on preparing students for training, or employment. Students will have the opportunity to compare colleges, explore scholarships, and employment opportunities in a chosen career. Students will learn about financial planning for their future. This course also prepares students to develop their work ready skills through instruction, mentorships and possible paid internships. Students interested in this class will need to complete an application for consideration.

EARLY CHILDHOOD EDUCATION I & II

(Child Care Center)

Grades 11 & 12 only

Required Prerequisites: Juniors and Seniors that have completed Child Development with a C or high and re a recommendation/approval from their Child Development teacher may sign up for Early Childhood Education.

- *State ID, Background Check, Drug test, and a TB Test are required to work in the GHS Childcare Center. A minimal fee is required for the background test.
- * Any student with a criminal record will not be allowed to take ECE.

Up to 2 Credits (2 periods) per semester; Maximum 6 Credits Total

Early Childhood Education provides practical experience in order to prepare students for employment in early childhood and related services and provides foundations for study in higher education in child-related careers. The course of study includes application of basic health and safety principles when working with children; Indiana state child care regulations and licensing requirements or regulations related to education of young; and employability skills. Portfolios are a required component of this course.

This course is recommended for students with interests in early childhood education and related career paths and provides the foundation for study in higher education that leads to early childhood education and/or child-related careers.

Mathematics

Statement of Philosophy

Modern technology is changing the workplace, the home, and daily life at a rapid pace. As computers open frontiers of ideas once beyond exploration, mathematics has an unprecedented potential for helping people understand the world.

As schools attempt to prepare students to live productively in the 21st century, we recognize that mathematics education is more than a rote learning of rules. Students must be asked to investigate, to conjecture and reason logically as well as to use a variety of mathematical methods effectively to solve nonroutine problems.

Students will exhibit different abilities, achievements, needs, and interests. Varying degrees of expertise will be needed by individual students to reach their potential in life. Curriculum should provide an opportunity for students to gain this expertise. High, but reasonable, expectations should be set for all students.

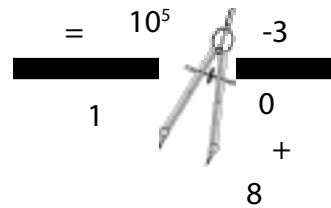
Changes in technology, as well as broadening of mathematical applications, has resulted in growth and changes in the discipline of mathematics. The very nature of problems important to mathematicians continues to change. Our curriculum must stay abreast of this reform.

In summary, students learning mathematics today must develop an understanding that lasts a lifetime and grows to meet changing demands. Students must develop abilities to explore, conjecture, and reason logically; to communicate about and through mathematics; and to connect ideas within mathematics and between mathematics and other intellectual activity.

Mathematics Scope & Sequence

9th Grade	10th Grade	11th Grade	12th Grade	Goal
Algebra I	Algebra II	Geometry	IB Math Studies or QR course	Core 40 Academic Honors IB Diploma
Geometry or Geometry H	Algebra II or Algebra II H	IB Math Studies	Precalculus H or QR course	Core 40 Academic Honors IB Diploma
Geometry H	Algebra II H	Precalculus H	Calculus AP	Core 40 Academic Honors AP Calculus credit
Algebra II H	IB Math Studies	Pre-Calc H	Calculus AP	Core 40 Academic Honors AP Calculus credit IB Diploma

Effective with the Class of 2016, students must take a math or Quantitative Reasoning course each year in high school. Quantitative reasoning definition and list of classes are listed on page 5.



ALGEBRA I

2 Semesters, 2 Credits
Grades 9,10.11.12

This course prepares for further study in mathematics as well as emphasizing the use of algebra in problem solving. Topics studied include operations and properties of real numbers, solutions of equations in one or two unknowns, polynomials, algebraic and rational functions, graphing, inequalities, radical expressions and quadratic equations.

GEOMETRY, GEOMETRY, HONORS

(Prerequisite: Algebra I;
Honors-recommendation by Math teacher)

2 Semesters, 2 Credits
Grades 9, 10, 11, 12

Geometry is offered to students who have completed Algebra I. Although it is strongly recommended as a preparatory course for college, it is also a valuable course for a student interested in being able to think logically, read with understanding, be resourceful, and learn to express thoughts clearly. Emphasis is given to role of undefined terms, defined terms, postulates, and theorems in the development of deductive reasoning by learning to write proofs. The properties of both plane and solid figures are studied and some applications are made to the real world. Through geometry a student should develop an appreciation and better understanding of the geometric forms present in nature and in architectural design.

ALGEBRA II, ALGEBRA II, HONORS

(Prerequisite: Geometry)
Honors Prerequisite: Geometry H - B or higher both semesters;
recommendation by Math teacher

2 Semesters, 2 Credits
Grades 10, 11, 12

Algebra II is a one-year course. The first semester reviews the skills and concepts studied in Algebra I, emphasizing the reasons they are mathematically sound. These skills and concepts are expanded and then applied to new situations and processes. Some examples are: rational exponents, solutions to different kinds of open sentences, and recognizing factoring patterns. Topics covered second semester include: functions, complex numbers, radical expressions, logarithmic and exponential functions, with introduction to trigonometry. The course will increase one's ability to handle many kinds of numerical expressions.

Algebra II honors students will also study probability and statistics.

Mathematics

IB MATH STUDIES

2 Semesters, 2 Credits
(Prerequisite: Final Grade of B or higher each semester in Algebra II)
Grade 11 or 12

Course Description: The purpose of this course is to introduce students to the basic concepts and techniques associated with the graphing calculator, number sense, algebraic concepts, sets, logic, probability, functions, geometry, trigonometry, financial mathematics, and introductory differential calculus. Graphing calculators and other technology will be used extensively in both the development and the application of these topics. Students will get experience answering questions similar to those that could be on the Exam 1 and 2 of International Baccalaureate Math Studies SL.

Math Studies SL is a course for students with varied backgrounds and abilities. It is designed to build confidence and encourage an appreciation of mathematics in students who do not anticipate a need for mathematics in their future studies.

A weighted grade for two semesters can be earned in this course provided the IB requirements are met including completion of the IB exam in May.

PRECALCULUS HONORS

2 Semesters, 2
Credits
Grades 11, 12

Prerequisite: Algebra II H,
(Required: Grade of B or better in Algebra II H, and recommendation by Math teacher)

The Pre-Calculus course builds on topics and concepts learned in previous mathematics courses. Students are expected to analyze problems encountered in realistic situations. The technology of the graphing calculator enables students to investigate data and develop a better understanding of its meaning. The focus of the course is on problem solving and exploration while building a deeper understanding of algebraic techniques. The concept of a function is fundamental. Study will progress from familiar linear and quadratic functions to polynomial, rational, trigonometric, logarithmic, and exponential functions. Properties of these functions and their graphs are studied. Trigonometric relationships are developed from an understanding of circular functions and a transition to right triangle trigonometry. Inverse trig functions, trig equations and applications of trig functions are also an important part of the course. Mastery of topics studied in this course will provide students with the background necessary for college level courses such as calculus.

Mathematics

AP CALCULUS

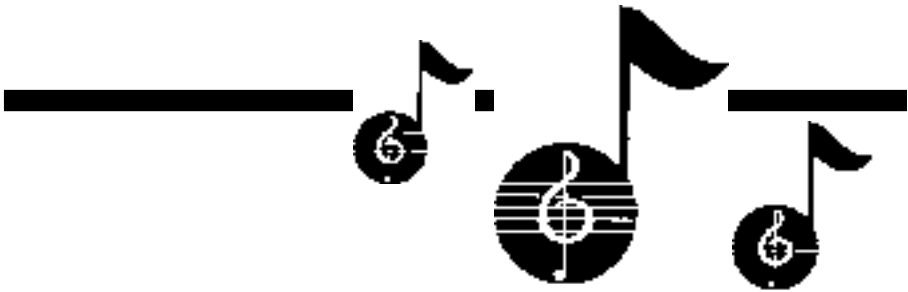
2 Semesters, 2 Credits
Prerequisite: Pre-Calculus; Grade 11 & 12
(Required: Grade of B or better in Precalculus and recommendation of Math teacher)

Calculus is a course intended for students who are strong college-preparatory math students, including algebra, geometry, and trigonometry. The course is college level * with general theory and technique of calculus developed and applied to a wide variety of functions and corresponding applications. The course follows the syllabus for Advanced Placement Calculus as published by the College Board. The topics of differential and integral calculus include: review of analytical geometry, functions, limits, derivatives, applications of the derivative, integration, application of the definite integral, and transcendental functions.

*Students can earn college credit by obtaining a sufficient score on the Advanced Placement Exam provided by the College Board and having this score accepted by a university which acknowledges the Advanced Placement Program.

A weighted grade for two semesters can be earned provided the student takes the AP Calculus exam.

Music



Statement of Philosophy

A sound music program should have a sequence or continuity from grade to grade so that musical growth may parallel a student's physical and emotional development. Music should begin during the early years in the elementary school at which time a student is acquiring attitudes, skills and appreciation in many fields. If the student does not get them in music, he/she might find themselves severely handicapped if they try for musical experiences later. Music is for all students, not just a talented few.

Music Scope & Sequence

Course	Ninth Grade		Tenth Grade		Eleventh Grade		Twelfth Grade	
	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.
Crimson Choir	x (Boys Only)	x	x	x	x	x	x	x
Crimson Chorus	x (Girls Only)	x						
Mens Crimson Choir	x	x	x	x	x	x	x	x
Advanced Crimson Chorale (IBMC)			x	x	x	x	x	x
Advanced Crimson Choir (IBMC)			x	x	x	x	x	x
Crimsonaires			x	x	x	x	x	x
Concert Band (IBMB)	x		x		x		x	
Symphonic Band		x		x		x		x
Beginning Concert Band		x		x		x		x
Wind Ensemble (IBMB)		x		x		x		x
Jazz Ensemble I	x	x	x	x	x	x	x	x
Jazz Ensemble II	x	x	x	x	x	x	x	x
Dance Choreography	x		x		x		x	
Beginning Orchestra	x	x						
Crimson Philharmonic Orchestra			x	x	x	x	x	x
Crimson Symphonic Orchestra (IBMO)			x	x	x	x	x	x
Crimson Full Symphonic Orchestra	x	x	x	x	x	x	x	x
Camerata Chamber Orchestra	x	x	x	x	x	x	x	x
Music Theory & Composition I, II (IBM)		x		x	x	x	x	x
Jazz String Ensemble	x	x	x	x	x	x	x	x

Music

All Courses: Core 40 & AHD. Can be taken in successive semesters unless otherwise indicated.

CHORUS

BEGINNING CHORUS: Level I

1 Semester, 1 Credit

Crimson Chorus

Grade 9

Grades 10, 11, 12 by Director Approval

Composed entirely of women, the purpose of this choir is to give more students an opportunity to be trained in a women's group and explore the multitudes of magnificent music written for women's voices, from barbershop, to pop, to classical. The activities of this choir will be diverse, with introduction to music styles and literature appropriate for students at this level of musicianship. Students will be introduced to concepts of phrasing and musicianship with special awareness given to the role as a performer and as an audience participant. Students in this group will work on SA or SSA group III level music. This choir will be open to all interested GHS Freshman women. This group will perform four to six times during the school year. All freshmen women will sing in this group unless a scheduling conflict occurs. It is expected that students will remain in this choir for the entire school year unless approved by the director.

BEGINNING CHORUS: Level II Crimson Choir

1 Semester, 1 Credit

Grade 9, 10, 11, 12

This choir will function as a beginning/intermediate mixed choir at Goshen High School. In this choir students will be more involved in the learning of basic sight reading skills in preparation for more advanced work in vocal music. The activities of this choir will be diverse in introduction to music styles and literature appropriate for students at this level of musicianship. Students will be introduced to concepts of phrasing and musicianship with special awareness of what the role is as a performer and as an audience participant. Students in this group will work on SATB group II and III level music. This group will perform approximately five times during the school year including district choir contest. This group is not open to freshmen women unless approved by instructor due to scheduling conflicts. It is expected that students will remain in this choir for the entire school year unless approved by the director.

MEN'S CRIMSON CHOIR

.5 Credit per semester

Grade 9,10,11,12

This is a course/choir open to young men grades 9-12. This group will meet in a zero hour on Tuesdays and Thursdays through both semesters. Due to the shorter class time, the students would receive one credit for the entire year or .5 credit/semester. This course/choir will study and perform the music typical of men's choir. The music will be varied in scope to include many styles and time periods. This course/choir will also work with and develop the changing your men's voice; exploring the correct vocal production and placement needed for choral singing. Students in this choir will learn the music reading skills necessary to work with the curricular repertoire. These skills will include notation and expression. This group will perform at GHS choral concerts and at various venues around the Goshen area. Students involved in this course will be expected to participate in all performances which will be 4-8 times per year. Students in the course will be responsible for the uniform usage fee of \$5/semester.

INTERMEDIATE CHORUS: Advanced Crimson Chorale

1 Semester, 1 Credit

(Prerequisite: Audition and Director Recommendation)

Grades 10, 11, 12

This group is the top women's concert choir at GHS. This group studies more advanced music literature in treble music. Students will be expected to learn and memorize music in various languages. The students in choir will perform, rehearse, analyze and understand group II level music. The students will learn and demonstrate good vocal production and vocal performance skills. The requirements of this class include approximately eight concerts/contests during the academic year. This organization will be limited to approximately 40 singers. This group will also travel to a music festival every other year. Festival participation is not mandatory, but desired. It is expected that students will remain in this choir for the entire school year unless approved by the director.

ADVANCED CHORUS: Advanced Crimson Choir

1 Semester, 1 Credit

(Prerequisite: Audition and Director Recommendation)

Grades 10, 11, 12

This group is the top mixed concert choir at GHS. This group studies and performs difficult concert literature from the classical and contemporary genres. Students will be expected to learn and memorize music in various languages. The students in this choir will perform, rehearse, analyze and understand group I level music. The students will learn and demonstrate good vocal production and vocal performance skills. The students will learn advanced music reading skills including interval recognition, basic choral harmonization and more complex rhythmic structures. The requirements of this class include approximately eight concerts/contests during the academic year. This group will also travel to a music festival every other year. Festival participation is not mandatory, but desired. It is expected that students will remain in this choir for the entire school year unless approved by the director.

VOCAL JAZZ: Crimsonaires

(Prerequisite: Audition and Enrollment in

Advanced Crimson Choir)

1 Semester, 1 Credit

Grades 10, 11, 12

The Crimsonaires are primarily a show/jazz choir which performs for community, church, and civic organizations. Approximately 30 performances are given throughout the school year. Students enrolled in this course will practice and perform before or after the normal school day in addition to scheduled school class time. Students will memorize show music with choreography and learn performance skills. Students will also become familiar with the tone production and styles of vocal jazz music. It is expected that students will remain in this choir for the entire school year unless approved by the director.

Music

All Courses: Core 40 & AHD. Can be taken in successive semesters unless otherwise indicated.

ORCHESTRA BEGINNING

ORCHESTRA

Crimson Concert Orchestra

1 Semester, 1 Credit Grade Level 9 only

(Prerequisite- By director approval)

This course will address the transition from middle level performance techniques to intermediate and advanced level performance. The technical demands will be representative of the Indiana Group III list of string music repertoire advancing skills to Group II. The course will address both string orchestra literature and small ensemble repertoire. The requirements of this orchestra include performances in 3-4 concerts/contests during the academic year. Some additional rehearsals may be added as concerts or contests approach. It is expected that students will remain in this orchestra for the entire school year unless approved by the director. Spring auditions will determine placement for students for the following year in either Philharmonic Orchestra or Symphonic Orchestra.

INTERMEDIATE ORCHESTRA

Crimson Philharmonic Orchestra 1 Semester, 1 Credit

Prerequisite-By Director Approval

Grades: 9, 10, 11, 12

This course will address the transition from middle level performance techniques to advanced level performance. The technical demands will be representative of Indiana Group II list of string music repertoire advancing skills to Group I. The course will address both string orchestra literature and small ensemble repertoire with some introduction to full orchestra experience. The requirements of this orchestra includes performance in 3-4 concerts/contest during the academic year. Some additional rehearsals may be added as concerts or contests approach. It is expected that students will remain in this orchestra for the entire school year unless approved by the director. Spring auditions will determine placement for students for the following year in either Philharmonic or Symphonic Orchestra.

(IB Orchestra) SL/HL

ADVANCED ORCHESTRA:

Crimson Symphonic String Orchestra Grades 10, 11, 12

(Prerequisite: Auditions and Director Recommendation) 1 Semester, 1 Credit

Students auditioning for this orchestra need a background of at least three years playing experience as this course concentrates on concert music by great composers - past and present. Orchestral repertoire will be of the highest caliber and appropriate to the Indiana Group I music list for string and symphonic literature. Student mastery of advanced orchestra technique must be evident. The orchestra will focus on string repertoire as well as from the vast repertoire of standard and contemporary orchestral literature, which utilizes all families of the orchestra – strings, woodwinds, brass, and percussion. The requirements of this course include performances in 4-5 concerts/contests during the academic year and participation in the Full Symphonic Orchestra, which meets on Monday evening during the final three nine-week grading periods. The orchestra travels to a

music festival every other year. Festival participation is not mandatory, but desired. It is expected that students will remain in this orchestra for the entire school year unless approved by the director. **Note:** Any freshmen desiring to audition for Symphonic Orchestra should have qualified for State Solo and Ensemble with a Group I solo by the eighth grade year or exhibit comparable skills sufficient for Director recommendation. This audition will include the requirements used for All-State Orchestra. Any other exceptions will be based on instrumentation needs in balancing ensembles or upon verification of appropriate performance level.

ADVANCED ORCHESTRA: Crimson Full Symphonic Orchestra

Grades 9, 10, 11, 12

(Prerequisite: Auditions and Director Recommendation) 1 Semester, 1 Credit

The Crimson Full Symphonic Orchestra will study and perform from the vast repertoire of standard and contemporary orchestral literature which utilizes all families of the orchestra – strings, woodwinds, brass, and percussion. Membership for woodwind, brass, and percussion students requires an audition and supporting director recommendation. Symphonic String Orchestra members make up the string section for this Orchestra. Students must be current members of the GHS band or orchestra. The orchestra will meet during the final three-quarters of the year with credit granted at the end of the second semester for all students meeting attendance and performance requirements. Combined rehearsals will be held Monday evenings and there may be additional sectionals scheduled for woodwind, brass, and percussion during band class, SRT or before or after school. The Symphonic Orchestra will perform 3-4 times per year. The orchestra travels to a music festival every other year. Festival participation is not mandatory, but desired.

INSTRUMENTAL ENSEMBLE: Camerata Chamber Orchestra

(Prerequisite: Audition and/or Director Recommendation) 1 Semester, 1 Credit and enrollment in Symphonic Orchestra; Grades 10, 11, 12

Private Lessons preferred)

The most advanced string players will be auditioned for membership in the Goshen High School Camerata Chamber Orchestra. Students taking this course are provided with a balanced comprehensive study of chamber ensemble and solo literature. These students will be responsible for performing with the high school orchestra, preparing repertoire for community events and competitive level performances. This ensemble will prepare and perform such works as early symphony literature and advanced string orchestra music. Primary instrumentation for the high school musical in the spring is made available from this group and symphonic orchestra. Student participation will develop elements of musicianship including, but not limited to: (1) tone production; (2) technical skills; (3) intonation; (4) music reading skills; (5) listening skills; (6) analyzing music; and (7) studying historically significant styles of literature as pertaining to chamber ensemble, and solo literature. Rehearsals will be held outside the school day generally before school on Tuesdays and Thursdays. It is expected that students will remain in this ensemble for the entire school year unless approved by the director.

Music

All Courses: Core 40 & AHD. Can be taken in successive semesters unless otherwise indicated.

BAND

(IB BAND) BEGINNING CONCERT BAND: Concert Band

1 Semester, 1 Credit
Grades 9, 10, 11, 12

Everyone in the Band program will be in the Concert Band for the first two nine weeks. The first unit of study will be focused on the marching band. This performance medium is in the form of a field show that is prepared for marching festivals and contests in which rehearsal time outside of class is required. This ensemble will have performances on successive Saturdays in September and October as well as the Winter Concert in December. After the marching season ends the band will stay combined for the rest of the semester for the Winter Concert. Study will consist of tone production, technical skill, intonation, and music reading. All band students must be in this ensemble to participate in the Symphonic Band, Wind Ensemble, and Jazz Band. The Marching Band will travel every other year. Participation is not required, but desired.

MARCHING BAND SUMMER CREDIT: A full credit is given to band members who meet attendance requirements for summer band camp. A member needs to attend 90% of rehearsals to qualify.

BEGINNING CONCERT BAND (2nd Semester)

Grade Level: 9-12
Pre-requisite: Audition and Director Recommendation

This group will serve as the tertiary concert band at GHS. This group studies music that is at the level of the ensemble or the Indiana Group II/III list of music. This group will be expected to perform with expression and technical accuracy, a large and varied repertoire of wind band literature that is developmentally appropriate. Some evening rehearsals may be added as concerts or contests approach. There may be sectionals added during the week if needed. This group will perform 2-4 times in the semester.

INTERMEDIATE CONCERT BAND: Symphonic Band

1 Semester, 1 Credit
(Prerequisite: Audition, Director Recommendation, and Concert Band Semester 1)

This group will serve as the secondary concert band at GHS. This group studies music that is at the level of the ensemble or the Indiana Group II list of music. This group will be expected to perform with expression and technical accuracy, a large and varied repertoire of wind band literature that is developmentally appropriate. Some evening rehearsals may be added as concerts or contests approach. There may be sectionals added during the week if needed. This group will perform 2-4 times in the semester.

(IB Band) ADVANCED CONCERT BAND: Wind Ensemble

1 Semester, 1 Credit
(Prerequisite: Audition, Director Recommendation, and Concert Band Semester 1)

This group will serve as the top concert band at GHS. This group studies the highest concert band literature available. This group will be limited to approximately 50-65 members. Mastery of advanced wind band technique must be evident. This group studies music that is at the level of the Indiana Group I list of music. Some evening rehearsals may be added as concerts or contests approach. There may be sectionals added during the week if needed. This group will perform 2-4 times in the semester.

JAZZ ENSEMBLE I

Crimson Jazz
1 Semester, 1 Credit
Prerequisite: Audition and Permission from the Instructor. Must be enrolled in band, orchestra or choir with the exception of bass, guitar or piano)

To give each student an understanding of jazz and where it originated; how it evolved; what it is; how it relates to today's Jazz and Jazz/Rock sound and its performance. Improvisation, the heart of jazz is one of the highest forms of musical creativity. All students will learn the fundamentals of improvisation as well as have an opportunity to compose jazz. The students in this ensemble will study beginning elements of jazz theory and chord structure. Made up primarily of 1st year players and is open to most instruments. This ensemble will perform in 8-10 concerts at GHS, contests and festivals.

JAZZ ENSEMBLE II

Advanced Crimson Jazz
1 Semester, 1 Credit
(Prerequisite: Audition and Permission from the Instructor. Must be enrolled in band, orchestra or choir with the exception of bass, guitar or piano)

To give each student an understanding of jazz and where it originated; how it evolved; what it is; how it relates to today's Jazz and Jazz/Rock sound and its performance. Improvisation, the heart of jazz, is one of the highest forms of musical creativity. All students will learn the more advanced principles of improvisation as well as have an opportunity to compose jazz. The students in this ensemble will study more advanced elements of jazz theory and chord structures. This ensemble will be made up of advanced players with instrumentation based on the standard jazz big band. This ensemble will perform 10-14 concerts in the community, GHS, contests and festivals.

IB MUSIC - required involvement in a performance organization all four years of high school.

Music

All Courses: Core 40 & AHD. Can be taken in successive semesters unless otherwise indicated.

IB MUSIC SL AND HL: Level I

1 Semester, 1 Credit
(Corequisite: In a GHS performance class or approval by Music Department Chairperson)

This course encompasses an overview of music theory, western art music history, and world music. In this semester students will study the musical elements of melody, harmony, rhythm, texture and tonality. Students will also study and master modes, scale structures, rhythmic structures, key signatures, intervals, and chords. Students are responsible for keeping a notebook of materials assembled from class work, participation in class activities, assignments, projects, quizzes, and tests. The objective of this course is for students to develop their knowledge, understanding, and perception of music in relation to time, place and cultures. Developing a better understanding of all types and styles of organizations in which they may be involved. The student should possess basic music reading skills. This course cannot be taken in successive semesters. Students will begin work on music projects and listening requirements for certification in IB Music. the semester will culminate with the completion of a Musical Links Investigation project in which students will study two music cultures in depth.

IB MUSIC SL AND HL Level II

1 Semester, 1 Credit
(Prerequisite: IB Music Level I)
(Co-requisite: in a GHS performance class or approval by Music Dept. Chairperson)

This course encompasses an overview of music theory, western art music history, and world music. In this semester students will continue their study of these topics and begin applying them through the score study of two IB prescribed titles. Students are responsible for keeping a notebook of materials assembled from class work, participation in class activities, assignments, projects, quizzes, and tests. The objective of this course is for students to develop their knowledge, understanding and perception of music in relation to time, place and cultures. Developing a better understanding of all types and styles of music enables the student to make a more meaningful contribution to the various musical activities and organizations in which they may be involved. The student should possess basic music reading skills. This course cannot be taken in successive semesters. Students will complete work on music projects and listening requirements for certification in IB Music. The semester will culminate with the completion of the IB Music Listening Paper (exam)

APPLIED MUSIC Beginning Guitar

1 Semester, 1 Credit
(Prerequisite: Student must have a guitar or have discussed availability of a guitar with the teacher)

Applied Music offers high school students an opportunity to receive small group instruction designed to develop music skills. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. A variety of music methods and repertoire is utilized to refine students' abilities in listening, analyzing, interpreting and performing. This course will be taught using beginning level guitar instruction. Students will learn guitar chords, strumming and accompaniment styles, music and guitar notation, and an historical overview of the guitar and its music. Students in this course will be required to practice daily and have an acoustic guitar for class. There will also be some expense for strings, picks, and guitar instruction materials.

JAZZ STRING ENSEMBLE

1 Semester .05 credit
(Prerequisites: Permission from instructor. Students must be enrolled in band, orchestra or choir)

The Red Wire Jazz String Ensemble exists to provide string instrumentalists the opportunity to learn about the origins and history of jazz music, to become literate of jazz style and articulation, to offer the opportunity to learn about and explore musical improvisation, and to perform swing, latin, rock, and ballade styles of music in concert, community, and festival events. All students will learn about jazz chord and scale theory with a focus on improvisation. Curriculum includes instruction on real-world jazz performance practice, preparation, and performance techniques. The students in this ensemble are members of the Goshen High School Orchestras with possible exception of students performing on piano, percussion, or guitar. It is the expectation that those students would be enrolled in a Goshen High School music course offering. Rehearsals will be held outside of the school day, generally before school on Thursday mornings for one hour. It is expected that students will remain in this ensemble for the entire school year unless approved by the director. This course will include performances in at least two high school orchestra concerts and an adjudicated festival performance as well as possible community performances.

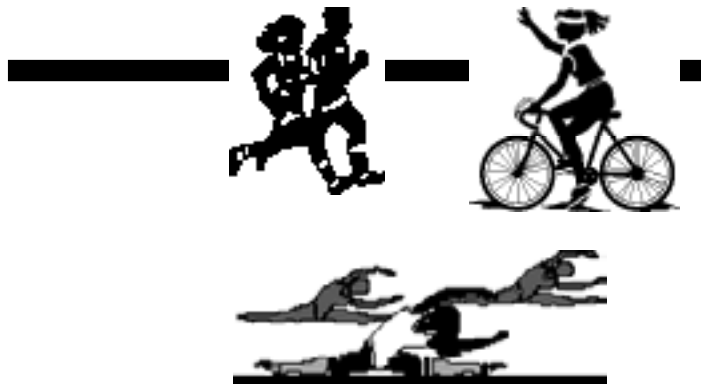
DANCE

DANCE CHOREOGRAPHY Crimson Guard/Auxiliary Corps

1 Semester, 1 Credit
Grades 9, 10, 11, 12

This course is open to any student who wishes to perform choreographic routines to music. Students will be taught the following skills: (1) modern dance, (2) many types of movement, (3) marching, (4) beginning ballet skills, (5) flag and rifle basics. Extra rehearsal time outside of class is required in addition to several weeks of summer concert band rehearsal. Prospective members must apply by audition and personal interview.

Physical Education



Statement of Philosophy

It is the belief of the Physical Education staff for Grades 9-12 in the Goshen Community Schools that physical education should prepare students for the future, as well as for the present. Automation and labor-saving gadgetry have created a sedentary lifestyle and have allowed our youth to become increasingly weak and unfit. Many degenerative diseases have been linked to a decline in physical fitness levels.

We feel that physical education is one of the most important phases of a total educational experience. The task of educating students in our area should be done as professionally and enthusiastically as possible. Physical educators need to develop an attitude in youth that makes physical activity and fitness a positive factor. A great deal of knowledge about physical fitness and lifetime fitness should be taught.

Self-discipline, responsibility, and social awareness should be developed through many varied activities and curriculum policies. Physical educators also need to teach activities which stress personal knowledge in the area and leisure-time recreation. The curriculum should be revised often to remain current and keep up the trends in society.

Educators and school corporations cannot leave to mere chance the educational preparation of youth in our area. The activities, social skills, and values introduced and taught to students should be enjoyed now and throughout their adult lives.

Physical Education Scope & Sequence

Course	Ninth Grade		Tenth Grade		Eleventh Grade		Twelfth Grade	
	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.
Physical Education I	x		x		x		x	
Physical Education II		x		x		x		x
Elective Physical Education/ Physical Development I			x	x	x	x	x	x
Elective Physical Education/ Physical Development II				x	x	x	x	x
Elective Physical Education/ Physical Development III					x	x	x	x
Elective Physical Education/ FIT & Feeling Good I			x	x	x	x	x	x
Elective Physical Education/ FIT & Feeling Good II				x	x	x	x	x
Elective Physical Education/ FIT & Feeling Good III					x	x	x	x
Elective Physical Education/ Sports Medicine			x	x	x	x	x	x

*Adaptive P.E. available for those who qualify.

Physical Education

PHYSICAL EDUCATION I (L)

1ST Semester Only

1 Semester, 1 Credit

Grades 9, 10, 11, 12

Physical Education I emphasizes a personal commitment to lifetime activity and fitness for enjoyment, challenge, self-expression, and social interaction. This course provides students with opportunities to achieve and maintain a health-enhancing level of physical fitness and increase their knowledge of fitness concepts. It includes fitness activities, team sports, individual and dual sports, aquatics, and recreational games. Ongoing assessment includes both written and performance-based skill evaluations.

PHYSICAL EDUCATION II (L)

2nd Semester Only

1 Semester, 1 Credit

Grades 9, 10, 11, 12

Physical Education II is a continuation of Physical Education I, offering different activities. Ongoing assessment includes both written and performance-based skill evaluations.

ALL ELECTIVE CLASSES

(Prerequisite: The successful completion of Physical Education I and II with a B or better semester grade and the successful completion of all prior elective classes in the department with a B or better semester grade. Sports Medicine must have in addition to that the successful completion of Health and Wellness with a B or better semester grade.)

ELECTIVE PHYSICAL EDUCATION/ PHYSICAL DEVELOPMENT I

1 Semester, 1 Credit

Grades 9,10, 11, 12

(Prerequisite: The successful completion of Physical Education I & II, with a B or better semester grade and the successful completion of all prior elective classes in the department with a B or better semester grade) First semester 9th grade students must have participated in a sport their 8th grade year.

Any student who is willing to maintain a disciplined workout routine is welcome to enroll. This course offers individualized programs for physical development and physical improvement which enhance appearance and performance. These individualized programs will be set up to meet the strength needs of each student. Strength training and general physical development skills and principles will be scientifically taught along with handouts on current issues. Students will be set up with a physical profile which includes: height & weight, vertical jump test, dip test, three strength tests and your body weight strength index. This course is for anyone from interested beginners to experienced athletes.

ELECTIVE PHYSICAL EDUCATION/ PHYSICAL DEVELOPMENT II

1 Semester, 1 Credit

Grades 10, 11, 12

(Prerequisite: The successful completion of Physical Education I & II, with a B or better semester grade and the successful completion of all prior elective classes in the department with a B or better semester grade)

This will be a continuation of skills learned in Physical Development I, plus the implementation of more advanced skills and techniques.

ELECTIVE PHYSICAL EDUCATION/ PHYSICAL DEVELOPMENT III

1 Semester, 1 Credit

Grades 11, 12

(Prerequisite: The successful completion of Physical Education I & II, with a B or better semester grade and the successful completion of all prior elective classes in the department with a B or better semester grade)

This will be a continuation of skills and techniques learned in Physical Development I & II. At the end of this course each student will have set up a lifetime weight/fitness program for him/herself. Will have also met many individualized goals, improved general strength and fitness, and learned how to be self-directed and self-motivated.

Physical Education

**ELECTIVE PHYSICAL EDUCATION/
FIT & FEELING GOOD I**
(Prerequisite: The successful completion of Physical Education I & II, with a B or better semester grade and the successful completion of all prior elective classes in the department with a B or better semester grade) First semester 9th grade students must have participated in a sport their 8th grade year.

This class is a participation-oriented class where students will take part in aerobic activities (activities that keep the heart rate elevated). Students will study the components of Health Related Fitness – flexibility, cardiovascular fitness, muscular strength and endurance, and body composition. The main emphasis will be on the Cardiovascular component (aerobic activities) as students learn how to establish and monitor their own workout program based on the FIT (frequency, intensity, time) principle of training. Students will periodically assess heart rate, body mass index, height, weight, calorie need and calorie expenditure. At the end of this course students will have learned how to set up a lifetime wellness program for themselves.

**ELECTIVE PHYSICAL EDUCATION/
FIT & FEELING GOOD II**
(Prerequisite: The successful completion of Physical Education I & II, with a B or better semester grade and the successful completion of all prior elective classes in the department with a B or better semester grade)

This will be a continuation of and expansion of the skills/concepts learned in FIT & Feeling Good I.

**ELECTIVE PHYSICAL EDUCATION/
FIT & FEELING GOOD III**
(Prerequisite: The successful completion of Physical Education I & II, with a B or better semester grade and the successful completion of all prior elective classes in the department with a B or better semester grade)

This will be a continuation of and expansion of the skills/concepts learned in FIT & Feeling Good I & II. At the end of this course, each student will have designed a personal fitness program and will understand how to make appropriate adaptations in that program throughout life. They also will have improved their own health and wellness as they progressed from I through III.

**ELECTIVE PHYSICAL EDUCATION/
SPORTS MEDICINE**
(Prerequisite: The successful completion of Physical Education I & II, with a B or better semester grade and the successful completion of all prior elective classes in the department with a B or better semester grade)

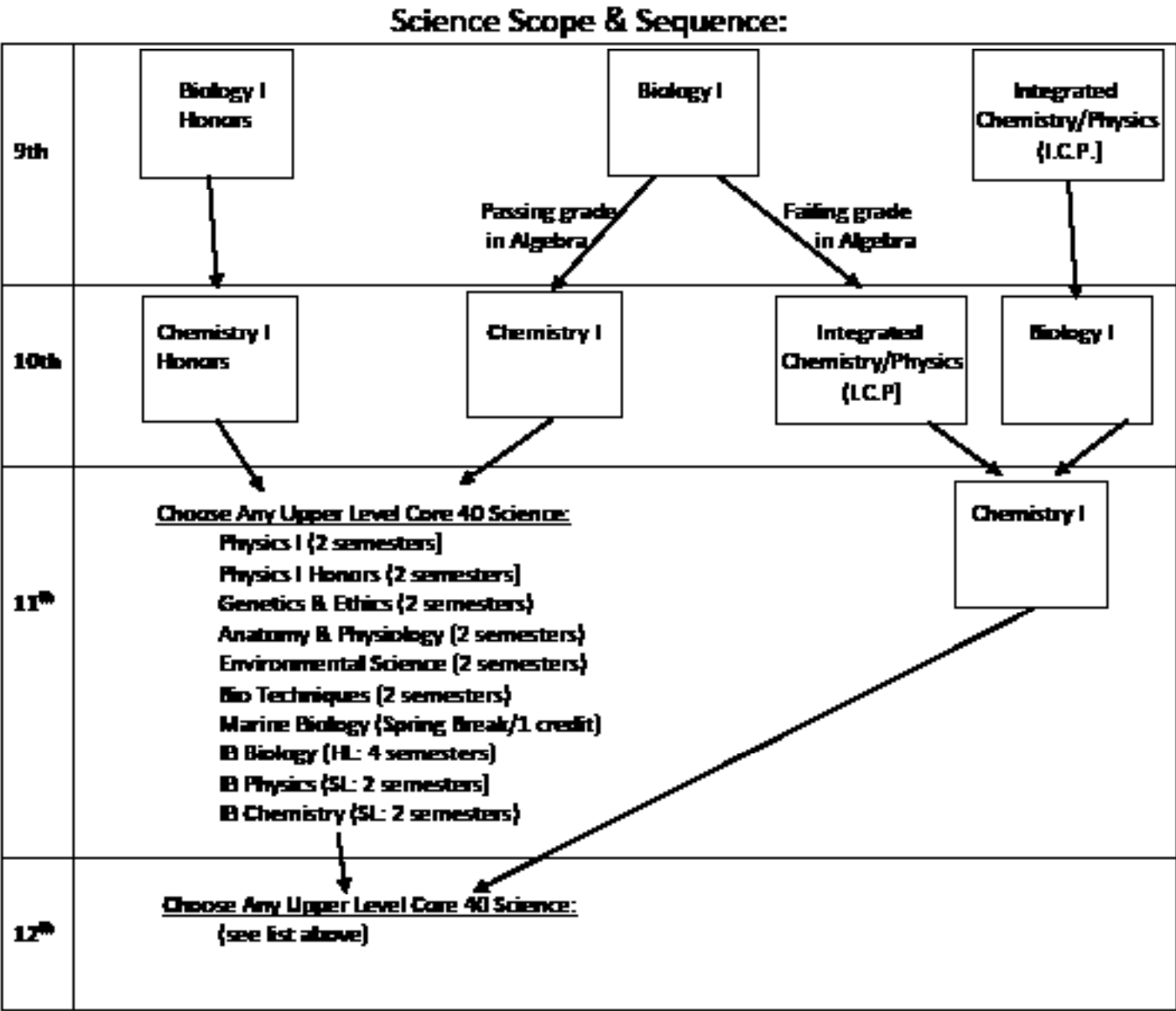
In this class, students will have both academic and practical experiences in the sports medicine field through prevention, treatment, and rehabilitation of sports injuries. This class is intended for sophomores, juniors, and seniors interested in the fields of athletic training, physical therapy, medicine, exercise physiology, kinesiology, nutrition, and other sports medicine fields. Students will be expected to work a minimum of 10-15 hours after school throughout the semester with the athletic teams here at the high school as well as volunteer to cover at least one (1) varsity competition. They will also be expected to observe one (1) afternoon after school hours during the semester at an area clinic and/or other sports medicine specialty office.

Science



Statement of Philosophy:
The Goshen High School Science Department believes that science is a rational method that is used to describe the principles that operate in nature. All high school students should be given the opportunity to develop their abilities to use this scientific approach to understand and appreciate the world in which we live, and to responsibly use this knowledge to become productive members of an ever changing technological world.

Indiana Core 40 Requirements:
2 credits of Biology
2 credits of Chemistry or Physics or ICP
2 credits Any Other Core 40 Science



Science

INTEGRATED CHEMISTRY- PHYSICS (ICP)

2 Semesters, 2 Credits
(Prerequisite: Algebra I (may be taken concurrently
Grade 10, 11, 12
with this course)

Integrated Chemistry-Physics introduces the fundamental concepts of scientific inquiry, the structure of matter, chemical reactions, forces, motion, and the interactions between energy and matter. This course will serve students as a laboratory-based introduction to possible future course work in chemistry or physics while ensuring a mastery of the basics of each discipline. The ultimate goal of the course is to produce scientifically literate citizens capable of using their knowledge of physical science to solve real-world problems and to make personal, social, and ethical decisions that have consequences beyond the classroom walls.

• A Core 40 and AHD course (Integrated Chemistry-Physics) with competencies defined.

BIOLOGY I

2 Semesters, 2 Credits

Grades 9, 10, 11

Biology I is a 2-semester science course that fulfills the Biology requirements for both the General Diploma and the Core 40 Diploma. Biology is the study of the living world, including microscopic organisms, fungi, plants, and animals. This course examines the characteristics shared by all living things, including similarities in their chemical makeup, cellular structure, energy usage, ability to reproduce, genetic inheritance patterns, interrelatedness, adaptation for survival, and interactions with their environment. The Biology I course includes carrying out scientific experiments, doing laboratory exercises, and analyzing data.

BIOLOGY I (HONORS)

2 Semesters, 2 Credits
Grades 9, 10, 11, 12

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

• A Core 40, Academic Honors course

IB BIOLOGY, HL

4 Semesters, 1 Credit per Semester
(Prerequisites: Biology I (Honors highly recommended);
Chemistry I (Honors highly recommended) Grades 11, 12

Biology Higher Level, International Baccalaureate focuses on six core topics: cells, the chemistry of life, genetics, ecology, evolution, and human health and physiology. Students must complete additional study in eight topics: nucleic acids and proteins, cell respiration and photosynthesis, human reproduction, defense against infectious disease, nerves, muscles and movement, excretion, and plant science. Optional course topics for students include diet and human nutrition, physiology of exercise, neurobiology and behavior, applied plant and animal science, and ecology and conservation.

- Fulfills Core 40 Biology requirement
- Applies to Core 40 electives
- Applies to AHD additional requirements

IB BIOLOGY, SL

4 Semesters, 1 Credit per Semester
(Prerequisites: Biology I (Honors highly recommended);
Chemistry I (Honors highly recommended) Grades 11, 12

Biology Standard Level, International Baccalaureate focuses on six core topics: cells, the chemistry of life, genetics, ecology, evolution, and human health and physiology. Optional course topics include neurobiology and behavior, applied plant and animal science, ecology and conservation, diet and human nutrition, physiology of exercise, and cell respiration and photosynthesis.

- Fulfills Core 40 Biology requirement
- Applies to Core 40 electives
- Applies to AHD additional requirements

ANATOMY & PHYSIOLOGY

2 Semesters, 2 Credits
(Prerequisite: Biology & Chemistry with a minimum grade of C) Grades 11, 12

Students who are planning to take both Anatomy/Physiology and Genetics/Ethics during their Junior and Senior years should consider taking IB Biology (HL) instead since the curriculum for both is covered in the two years of IB Biology.

Anatomy and Physiology is a course intended for the serious, college bound science student. It is a study about the structures and functions of living systems with primary emphasis on the human. It is a course designed for students interested in the field of medicine, dentistry, nursing, health, nutrition, teaching, etc. The course will supplement some areas of Biology I and Health more specific to the above listed careers. Specific areas of study will include: gross anatomy of the systems of the human body, histology, fundamental concepts of physiology, and related terminology. Approximately half of the class time will be spent on laboratory work including dissection, microscopy,

and othe related activities.

• A Core 40, Academic Honors course

BIOLOGY II: BIOTECHNIQUES

(Prerequisite: Biology I and Chemistry I with grade of C or better; students may enroll in this course concurrently with Chemistry I) 2 Semesters, 2 Credits
Grades 11, 12
*Without Chemistry - special permission required

Science Projects is a course dealing with many of the laboratory techniques used in the life sciences. These include slide making preparations, staining techniques, culturing, isolation and identification of bacteria, microscope work, DNA technology (including DNA isolation and gel electrophoresis), and the use of laboratory equipment such as the autoclave, incubators, microscopes, and gel electrophoresis. Except for a few introductory lectures, this course will involve extensive work in the laboratory with daily “hands-on” experiences. Students will be expected to design and carry out an independent lab project.

This is an excellent course for any student interested in the field of nursing, medicine, pharmacology, laboratory or technician work, science research, science teaching, athletic training, and conservation and ecology. This is also a good course for students who do not have science in their future plans, but who enjoy learning new techniques through a “hands-on” approach.

BIOLOGY II: GENETICS AND ETHICS

2 Semesters, 2 Credits
(Prerequisites: Biology I and Chemistry I) Grades 11, 12

Human genetics and medical ethics are two of the most rapidly growing fields in science. This course will focus on basic human genetics and ethical concerns about the new technologies that are being used to detect, treat and even modify human genetic conditions. The course is geared toward students who are interested in learning about complex genetic traits and discussing tough ethical dilemmas.

The first semester will apply the genetics from Biology I to investigate medical case studies of human genetic conditions. Students will also observe the embryonic development of fish and breed fruit flies to determine how several traits are inherited. During the second semester students will examine more complex human traits – happiness, intelligence, sexual development, personality disorders, cancer, and many others. Students will discuss with one another the ethics of certain medical treatments, including aid-in-dying laws and embryonic research. Students will also use modern genetics equipment to analyze DNA.

Science

Adv. Science Special Topics: MARINE BIOLOGY

1 Semester, 1 Credit
(Prerequisite: 2 years of Core 40 Science-Biology & Chemistry) Grades 11, 12
9,10 with permission

This course must be taken with another upper-level science course.

Marine biology offers a “hands-on” learning situation of the ocean environment. Students are transported to the Florida Keys for a ten-day, in-depth study of marine organisms, their habitats, and environmental factors which affect those organisms. The trip is preceded by three four-hour seminars preparing the student for the trip. These seminars include discussion of precautions and safety, assignment of study groups, assignment of project topics, presentation of project topics by the students, dissemination of information and materials, and practice snorkeling. During the week in the Keys, the students will spend the majority of their time doing fieldwork and other laboratory-related activities. Along with specific academic responsibilities, the students are challenged in the area of living together, cooking, cleaning, etc. Upon returning from the Keys, a two-hour written examination will be given. The student will receive one science credit upon satisfactory completion of the course.

This course is open to students who have completed or are currently enrolled in an advanced Biology class. Students are responsible for the expenses involved (food, lodging, and transportation). These expenses are included in a single fee, paid prior to the trip.

• A Core 40, Academic Honors course

CHEMISTRY I

2 Semesters, 2 Credits
(Prerequisite: Algebra I) Grades 9, 10, 11, 12

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

Science

numbers and logarithms is required.
• A Core 40, Academic Honors course

CHEMISTRY I - HONORS

2 Semesters, 2 Credits
(Prerequisite: Geometry)
Grades 10, 11, 12

Chemistry I Honors provides opportunities for students to develop useful models of the structure of matter and mechanisms for the interactions of matter. This course uses an inquiry based learning environment, which includes a variety of laboratory activities. Students will: (1) gain an understanding of the history of chemistry, (2) explore the uses of chemistry in various careers, (3) investigate chemical questions and problems related to personal experiences and social issues, and (4) learn and practice laboratory safety.

Chemistry I Honors is a Core 40 class with competencies defined by Indiana’s Academic Standards for Chemistry I. Both regular Chemistry I and Chemistry I Honors use the same Academic Standards, but use different textbooks. The Honors class may approach a given standard in a different way. For example, the students in the honors class are asked to build a 3-dimensional scale model of their “favorite molecule” from materials which they supply. This model building activity is used for the standard “describe the nature of ionic, covalent, and hydrogen bonds and how they contribute to the formation of various types of compounds.”

An inquiry project will be assigned as part of the course work.

CHEMISTRY II College Credit ACP

2 Semesters, 2 Credits
(Prerequisites: Chemistry I (H)
Grades 11, 12

Topics from the first semester of first year college chemistry will be covered from August to February. These topics include mass and moles in chemical reactions, energy in reactions, properties of solids, liquids and gases, and chemical bonding in materials. Some students may elect to pay for and receive college credit for first semester college chemistry (IU Chem 105 ACP program). The remainder of the school year will be spent studying selected topics from first year college chemistry from the following list: colligative properties, reaction rates, equilibrium, acid/bases, electrochemistry, organic chemistry and/or

nuclear chemistry.

Students may also elect to take the AP chemistry exam in May, although significant outside of class study would be needed to be adequately prepared for the AP Chem exam.

IB CHEMISTRY (SL)

Chemistry Standard Level, International Baccalaureate is designed to introduce students to the theories and practical techniques involved in the composition, characterization, and transformation of substances. As the central science, the chemical principles investigated underpin both the physical world in which we live and all biological systems. Students study eleven core topics: stoichiometry, atomic theory, periodicity, bonding, states of matter, energetics, kinetics, equilibrium, acids and bases, oxidation and reduction, and organic chemistry. Optional course topics include medicines and drugs, human biochemistry, environmental chemistry, chemical industries, and fuels and energy. Higher physical organic chemistry is a further option.

PHYSICS I HONORS

2 Semesters, 2 Credits
(Prerequisites: Chemistry I, Geometry, Algebra II recommended) Grades 11, 12

Physics I Honors aids students in understanding the fundamental concepts and principles concerning matter and energy through an inquiry based study of mechanics, wave motion, heat, light, electricity, magnetism, electromagnetism, and some atomic and nuclear physics. Students have opportunities to: (1) acquire an awareness of the history of physics and its role in the birth of technology, (2) explore the uses of its models, theories, and laws in various careers, and (3) investigate physics questions and problems related to personal experiences and social issues.

Physics I Honors is a Core 40 class with competencies defined by Indiana’s Academic Standards for Physics I. Although both regular Physics I and Physics I Honors use the same Academic Standards, the Honors class may approach a given standard in a different way. For example, the students in the Honors class are asked to design and build an apparatus to measure the impulse of an Estes® model rocket engine. Constraint criteria are specified for the design, which is to use a computer-controlled force transducer for the impulse measurement.

An inquiry project will be assigned as part of the course work.

PHYSICS I

2 Semesters, 2 Credits
(Prerequisite: Algebra I and Chemistry)
Grades 10, 11, 12

Physics I is a study of the way the universe works. Conceptual understanding of the subject will be emphasized. Although mathematical relationships will be used, they will not be the focus of the course. The topics covered will include motion, forces, gravity, energy, and momentum. The course may also include a study of heat, fluids, waves, sound, light, optics, electricity, magnetism, and/or atomic structure. The study of physics is a valuable part of the general education of any student. Learning to examine the parts of a problem in order to find solution will be useful throughout a person’s life.

Science

Classroom activities will include laboratory experiments, classroom discussions/lectures, readings, and assessment activities.

IB PHYSICS (SL)

(Prerequisite: Physics I)

The Standard Level (SL) IB Physics I course at Goshen High School is designed to be consistent with IBO aims and objectives and will include the SL Physics core topics such as studies of motion, force, energy, momentum, waves, sound, light, electricity and a new unit on Global Climate. Some additional higher level core topics, IB Option C Digital Technology, and IB Option E Astrophysics will also be included. The course will include lab work and emphasize critical and analytical thinking. Students will be encouraged to develop their curiosity and knowledge about the physical world.

IB SPORTS, EXERCISE, AND HEALTH SCIENCE SL (SI)

Prerequisite: Biology I , Chemistry I Honors highly recommended
2 semesters, 2 credits
Grades 11, 12

SEHS Standard Level International Baccalaureate focuses on six core topics: anatomy, exercise physiology, energy systems, movement analysis, skill in sports, and the measurement and evaluation of human performance. Students must also complete course work from two additional topics chosen from the following: optimizing physiological performance, psychology of sports, physical activity and health, and nutrition for sports, exercise and health. This course is designed for students interested in careers in nursing, health, nutrition, medical technician, physical education, etc. It is also a possibility as a Group 6 option for full IB diploma students

Applies to core 40 electives
Applies to AHD additional requirements.

ENVIRONMENTAL SCIENCE ADVANCED

(Prerequisite: Two years of Core 40 Science -
Biology and Chemistry with a Grade of C or better)
2 Semesters, 2 Credits
Grades 11, 12

The main focus of this course is on how we can live sustainably – using resources in a way so they will continue to be replenished, not used up or polluted or destroyed. Students explore and evaluate options for sustainable water use, sustainable energy, sustainable land and ocean ecosystems, and sustainable world population. Students analyze environmental solutions for their effectiveness as well as practicality. Students learn how to calculate payback period – how long until an

environmentally friendly purchase, such as a more efficient car or an energy-saving light bulb, starts saving you money. This course includes many field trips into the community, including tours of the local water treatment facilities, water quality testing at Shanklin Park, collecting river health data through fish shocking in the Elkhart River, and ecology studies and environmental building design studies at Merry Lea Environmental Learning Center.
• A Core 40, Academic Honors course

SCIENCE RESEARCH, INDEPENDENT STUDY

1 or 2 Credits
(Prerequisite: 2 credits in Core 40 and AHD science coursework)

Science Research, Independent Study is a course that provides students with unique opportunities for independent, in-depth study of one or more specific scientific problems. Students develop a familiarity with the laboratory procedures used in a given educational, research, or industrial setting or a variety of such settings. Students enrolled in this course will produce a product, which demonstrates their findings. This could be one or more of the following: a science project to be exhibited at a regional science fair and/or state science symposium during the same school year; an end-of-course project or product such as a scientific research paper or some other suitable presentation.

Social Studies



Statement of Philosophy

The Social Studies Department is of the conviction that learning and human growth is what education is all about, and that the primary purpose for studying social studies is to contribute to the growth and development of human beings and individuals and members of society.

The concern of the social scientist is with humankind as an individual, as a member of a variety of groups, and as a member of the enormously complex community of life in its environment.

Social studies must be concerned with values, both normative and relative. Social studies must also pay critical attention to the values that govern “man’s” behavior, and in particular, those that govern behavior in our own society. Through the process, each student should develop and internalize his or her own value system.

Social Studies Scope & Sequence

Course	Ninth Grade		Tenth Grade		Eleventh Grade		Twelfth Grade	
	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.
World History			x	x				
World History Honors			x	x				
United States History					x	x		
United States History - ACP					x	x		
American Studies					x	x		
American Experience					x	x		
U.S. Government					x	x	x	x
U.S. Government Honors	x	x						
Economics				x	x	x	x	x
Psychology				x	x	x	x	x
Sociology					x	x	x	x
Psychology IB					x	x	x	x
IB 20th Century World History SL					x	x	x	x
IB History of the Americas HL					x	x	x	x

Social Studies

WORLD HISTORY & CIVILIZATION

(Required of all Sophomores to graduate)

2 Semesters, 2 Credits

Grade 10

World History and Civilization is a required course that provides for a study of selected world cultures throughout history. The content of this course provides a basis in which students will compare and analyze patterns of culture, emphasizing both the diversity and commonality of human experience and behavior. This course examines the interaction of local cultures with the natural environment and allows students to make connections among civilizations from earliest times to the present. This course is designed to focus on: (1) prehistory; (2) early world civilizations, including the rise of civilizations of the Middle East, Africa, and Asia; (3) the classical civilizations of Europe, Asia, Africa, and Latin America; and (4) the development of modern societies.

WORLD HISTORY/CIVILIZATION HONORS

2 Semesters, 2 Credits

Grade 10

World History/Civilization provides for a study of selected world cultures, past and present. The content of this course provides a basis for students to develop a greater understanding of the evolution of global processes and contacts, including interactions over time. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The dating framework begins with the development of agriculture and ends in the twentieth century. In World History/Civilization Honors more challenging reading selections and primary sources will supplement textbook reading. Topics are covered at a faster pace and there is a greater emphasis on writing, oral presentations, projects, historical research skills, and critical thinking.

AMERICAN STUDIES

(Prerequisite: Teacher recommendation)

2 Semester, 2 Credits

Grade 11

This course is a combined English-Social Studies course that is made available for students who want to explore the link between the historical development of the United States and the writings produced by American writers throughout our history. Since this is a two period class, students will receive both a U.S. History credit and an English credit each semester. Language art skills - reading, writing, speaking, and listening - will be stressed in the English segment; history will be studied in conjunction with geography. Offered both semesters, in sequence. The semesters cannot be taken out of sequence.

AMERICAN EXPERIENCE

(Prerequisite: Recommendation of English teacher)

Semesters, 2 Credits

Grades 11

American Experience is a one-year course for juniors which combines the disciplines of American History and American Literature. Consequently, the class meets every day and students enrolled in the course will receive credit in both department areas. The course meets Core 40 requirements in both Social Studies and English. Study begins with a short review of early American history and writings and is followed by a more detailed examination of the events and literature of late nineteenth and twentieth century America.

U.S. HISTORY

2 Semesters, 2 Credits

Grade 11

United States History is a one-year required course for high school juniors. The course will review the history of our country up to and including the late 19th century, and then spend the rest of the year covering the 20th century. Using a variety of class settings, students will gain a story on our nation’s past and relate it to the present and future.

UNITED STATES HISTORY-ACP

2 Semesters Grade 11

Students MUST apply to Indiana University before the end of the school year for them to be eligible for the dual credit (ACP) option. Students need a GPA of 2.7 to register for this course.

This United States history section is an academically more challenging course of study. This is presented as a survey course which meets, or exceeds, the course requirements for Indiana University courses H105 and H106. The emphasis in this course is reading from many sources of information, note-taking skills and strategies, and writing. The ability of the student to bring several sources of information together to form their opinion and address questions is essential. Students will earn three credits per semester upon successful completion of the course. Students must apply and register through Indiana University.

Social Studies

HONORS FRESHMAN UNITED STATES GOVERNMENT

1 Semester Grade 9

Honors Freshmen United States Government is a one-semester required course offered each semester to freshmen. This class is a study of our various levels of government, the background and philosophies that entered into their inception, the positive and negative aspects, and the freedoms, under the authority of these governments. Students will participate in a mock trial, tour a courthouse, participate in debates, and acquire skills to analyze primary documents, political cartoons, and assess value and limitations of policy.

UNITED STATES GOVERNMENT

1 Semester, 1 Credit
Grade 12

United States Government is a one-semester required course offered each semester to seniors. This class is a study of our various levels of government, the background and philosophies that entered into their inception, the positive and negative aspects, and the freedoms, under the authority of these governments.

ECONOMICS

1 Semester, 1 Credit
(May be taken for college credit if student qualifies) Grade 12

Economics includes a study of the allocation of scarce resources and their alternative uses for satisfying human needs and wants. This course examines basic models of decision-making at various levels and different areas including: (1) decisions made as a consumer, producer, saver, investor, and voter; (2) business decisions to maximize profits; and (3) public policy decisions in specific markets dealing with output and prices in the national economy. GHS participates in a 10-week simulation playing the stock market game, and experimental economics, writing business plans and presentations to local bankers.

PSYCHOLOGY

1 Semester, 1 Credit; Grades 11, 12
2nd Semester; Grade 10

Psychology is the science of mental states and processes, and of human nature. Units of this course include the definition of psychology, the development of human behavior and personality, the physiological nature of behavior, theories of personality, the meaning and measurement of intelligence, the emotional and mental problems of individuals as well as the treatment of these problems. The course also studies Social Psychology - how others affect our behavior and personality. This course is also highly recommended for those juniors who would like to pursue the Psychology IB course their senior year.

SOCIOLOGY

1 Semester, 1 Credit Grade 12

Sociology is the study and discussion of the role of human relationships in today's society. This study will allow the students to view the various elements and institutions which go into making up a society. Also explored will be the problems which may arise within a social structure. The semester project involves a "hands-on" approach to the importance of social agencies and volunteerism.

IB PSYCHOLOGY (SL)

2 Semesters, 2 Credits
Grades 11 & 12

IB Psychology (SL) is the systematic study of behavior and experience. The required areas of study are biological psychology, cognitive psychology, learning psychology, and research methods. Sudents also focus on the optional area of dysfunctional psychology and complete a partial replication of an experiment as the internal assessment. The academic rigor of this course is in line with the goals of the IB diploma program and aims to prepare students for future university level courses and the IB internal and external exams, which may lead to university level credits.

It is highly recommended that those wanting to take this course complete the traditional one semester psychology class in advance, as well as have been enrolled in Honors level English classes.

IB History HL

4 Semesters, 4 Credits
Students need a GPA of 3.0 to register for this course or signature of World History Teacher. (Honors English classes recommended) Grades 11 and 12

This two-year rotating course examines the history of the Americas with emphasis on the history of the United States. One half of the course will focus on the history of the Americas from approximately 1880-1980 and will emphasize three main developments: the Mexican Revolution, the Second World War, and the political movements and trends in the post-war Americas. The other half of the course will provide an in-depth study of issues in the 20th Century. These topics will include an examination of the origins and nature of wars in the 20th Century in two different regions of the World, the Cold War, and the Arab-Israeli Conflict. Students will submit an IB Historical Examination at the end of their junior year. Students will sit for the IB examination at the end of their senior year.

Each half of this course will be offered every other year, so students are encouraged to take this into account when planning their junior and senior years.

IB Route 2: 20th Century World History SL

2 semester 2 credits Grades 11,12

This course is one of a two-year IB history program, it is the SL portion. This course continues to examine world history from an international perspective by examining in depth certain 20th century topics. This course will challenge students while providing them the opportunity to explore and make sense of both the great diversity and interrelatedness of world history. The purpose of this course is to develop an awareness and appreciation of world citizenship by gaining a better understanding of the present through a thoughtful look at the past. This portion of the course can follow up on the US history requirement of the State of Indiana. This course focuses on the causes, practices and the effects of certain 20th Century wars, the Cold War from 1945-1995, and a particularly deep focus on the Arab-Israeli conflict 1945-1979. Political, economic, religious, technological, and social issues will be considered as well as cultural elements and themes when relevant. Globalization and technological development today make it increasingly important for students to become aware of the interdependence of societies. Students will be encouraged to foster respect and understanding of people and events in cultures different from their own. Students will examine the role of the historian in shaping society.

World Languages



Statement of Philosophy

Language and communication are at the heart of the human experience. The United States must educate students who are equipped linguistically and culturally in order to communicate successfully in a pluralistic American society as well as abroad. This imperative envisions a future in which all students will develop and maintain proficiency in English and at least one other language. Children who come to school from non-English-speaking backgrounds should also have opportunities to develop further proficiencies in the first language. Competence in more than one language enables people to: (1) communicate with other people in other cultures in a variety of settings; (2) look beyond their customary borders; (3) develop insight into their own language and culture; (4) gain direct access to additional bodies of knowledge; and (5) participate more fully in the global community and marketplace.

All students can be successful language and culture learners, and they: (1) must have access to language and culture study that is integrated into the entire school experience; (2) benefit from the development and maintenance of proficiency in more than one language; (3) learn in a variety of ways and settings; and (4) acquire proficiency at varied rates.

The world language courses and program descriptions are based on the eleven content standards for the five goals stated in the Indiana Academic Standards for World Languages, 2000.

Goal One – Communication: Communicate in Language Other than English

Goal Two – Cultures: Gain Knowledge and Understanding of Other Cultures

Goal Three – Connections: Connect with Other Disciplines and Acquire Information

Goal Four – Comparisons: Develop Insight into the Nature of Language and Culture

Goal Five – Communities: Participate in Multilingual Communities at Home and Around the World

World Languages Scope & Sequence

Course	Ninth Grade		Tenth Grade		Eleventh Grade		Twelfth Grade	
	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.
French, German, Spanish I	x	x	x	x	x	x	x	x
French, German, Spanish II	x	x	x	x	x	x	x	x
French, German, Spanish III			x	x	x	x	x	x
Spanish for Heritage Speakers I & II	x	x	x	x	x	x	x	x
French, German, Spanish IV					x	x	x	x
French, German, Spanish V							x	x
IB French, German, Spanish - SL					x	x	x	x
French Immersion			x	x	x	x	x	x
German Immersion			x	x	x	x	x	x
Spanish Immersion			x	x	x	x	x	x

World Languages

No independent studies are allowed in World Languages. In order to continue study in second semester, the student must successfully complete first semester.

FRENCH, GERMAN, SPANISH I

Core 40 and AHD Course
2 Semesters, 2 Credits
Grades 9, 10, 11, 12

Level I world language courses provide instruction enabling students to discuss the many reasons for learning languages and to develop an understanding of the people who speak them. Students are able to apply effective strategies for language learning and show a willingness to experience various aspects of the cultures. Within this context, the course provides students with opportunities to: (1) respond to and give oral directions and commands and to make routine requests in the classroom and in public places; (2) understand and use appropriate forms of address in courtesy expressions and be able to tell about daily routines and events; (3) ask and answer simple questions and participate in brief guided conversations related to their needs and interests; (4) read isolated words and phrases in a situational context, such as menus, signs, and schedules; (5) comprehend brief written directions and information; (6) read short narrative texts on simple topics; and (7) write familiar words and phrases in appropriate contexts and respond in writing to various stimuli.

Additionally, students learn: (1) about nonverbal communication, such as gestures and body language; (2) about current events in the cultures; (3) the major holidays and geographical features of the countries being studied; (4) greeting and leave taking behaviors in a variety of social situations; (5) the appropriate way to respond to introductions and use courtesy behaviors; and (6) appropriate etiquette in a variety of social settings.

FRENCH, GERMAN, SPANISH II

Core 40 and AHD Course
Prerequisite: Level I or Placement by Exam
2 Semester, 2 Credits
Grades 9, 10, 11, 12

Level II world language courses enable students to participate in classroom and extracurricular activities related to the language studied as well as to participate in conversations dealing with daily activities and personal interests. Students are able to: (1) ask questions regarding routine activities; (2) participate in conversations on a variety of topics; (3) relate a simple narrative about a personal experience or event; (4) interact in a variety of situations to meet personal needs, such as asking permission, asking for or responding to an offer of help, and expressing preferences pertaining to everyday life; (5) understand main ideas and facts from simple texts over familiar topics; (6) read aloud with appropriate intonation and pronunciation; and (7) write briefly in response to given situations, for example postcards, personal notes, phone messages, and directions, as well as write letters using culturally appropriate format and style.

Additionally, students become: (1) familiar with major geographical features, historical events, and political structures of the country(ies) being studied; (2) familair with different aspects of the culture, including the visual arts, architecture, literature and music, using the target language where appropriate; (3) able to extend and respond to hospitality as a host or a guest; and (4) aware of time expectations, such as arriving for appointments and social engagements.

FRENCH, GERMAN, SPANISH III

Core 40 and AHD Course
Prerequisite: Levels I and II or Placement by Exam
2 Semesters, 2 Credits
Grades 10, 11, 12

Level III world language courses provide instruction enabling students to understand and appreciate other cultures by comparing social behaviors and values of people using the languages being learned. Students are willing to initiate and participate in discussions concerning these cultures. In addition, students are able to: (1) respond to factual and interpretive questions and interact in a variety of social situations, such as expressing regrets, condolences, and complaints, and using more than rote memory formula phrases; (2) read for comprehension from a variety of authentic materials, such as advertisements in newspapers and magazines, and cartoons and personal correspondence; (3) read short literary selections which may include poetry, plays, and short stories; (4) complete authentic forms and documents and take notes that require familiar vocabulary and structures; (5) write paraphrases, summaries, and brief compositions; (6) describe different aspects of the culture, using the target language where appropriate, including possible topics of: (a) major historical events, (b) political structures, (c) value systems, (d) visual arts, (e) architecture, (f) literature, and (g) music; and (7) seek help in a crisis situation and participate appropriately at special family occasions, such as birthdays, weddings, funerals, and anniversaries.

FRENCH, GERMAN, SPANISH IV IB FRENCH, GERMAN, SPANISH-SL

Core 40 and AHD Course
Prerequisite: Levels I, II and III or
Placement by Exam
2 Semesters, 2 Credits
Grades 11, 12

Level IV world language courses enable students to participate in classroom and extracurricular activities related to the language studied, such as presentations to the student body and to parent groups and taking leadership roles in language clubs. Students are willing to participate in conversations with native and advanced non-native speakers, either in their community or in the school. This course also enables students to: (1) respond to factual and interpretive questions, interact in complex social situations, and express opinions and make judgments; (2) give presentations on cultural topics including: (a) traditions, (b) historical and contemporary events, and (c) major historical and artistic figures; (3) paraphrase or restate what someone else has said; (4) read for comprehension from a variety of longer authentic materials, such as newspapers and magazine articles, novels, and essays, as well as make judgments about what is read; (5) write well-organized compositions on a given topic; and (6) begin using the language creatively in writing simple poetry and prose.

Students are also: (1) aware of the relationship between various art forms in at least one major historical period; (2) aware of the major literary, musical, and artistic periods and genres of at least one of the cultures in which the language is spoken; (3) able to adjust speech appropriate to the situation and audience; and (4) able to participate appropriately in a variety of specific circumstances which could include public meetings, attending concerts, and using public transportation.

World Languages

FRENCH, GERMAN, SPANISH V IB FRENCH, GERMAN, SPANISH - SL

Core 40 and AHD Course
Prerequisites: Levels I, II and III
or Placement by Exam
2 Semesters, 2 Credits
Grades 11, 12

Level V world language courses enable students to participate in activities beyond the classroom that could include concerts, theater performances, and community activities. Students are willing to participate in conversations with native speakers in the community and promote among their peers, and others, the benefits of world language study and the study of the cultures in which the language is spoken. In addition, students are able to: (1) initiate and participate in conversations on current or past events that are of significance in the foreign culture; (2) develop and propose solutions to issues and problems that are of concern to members of their own culture and the foreign culture being studied; (3) demonstrate an understanding of the principal elements of nonfiction, articles in newspapers, magazines, and e-mail on topics of current and historical importance to members of the culture; (4) analyze the main plot, subplot, characters and their descriptions, roles, and significance in authentic literary texts; (5) create stories and poems, short plays, and skits based on personal experiences and exposure to themes, ideas, and perspectives from the foreign cultures; and (6) summarize the content of an article intended for native speakers in order to discuss the topics in writing for speakers of the language.

Additionally, students: (1) gain a general knowledge of the major literary and artistic movements within the cultures where the target language is spoken; (2) become aware of the relationships in these periods among the various art forms; and (3) demonstrate near native behaviors, using the appropriate verbal and nonverbal cues in a variety of cultural contexts, that reflect both peer-group and adult activities within the cultures studied.

FRENCH IMMERSION

Travel/Study
Elective Credit
Grades 9, 10, 11, 12
Prerequisite: Instructor Discretion
Summer Program: June/July
French Studies in France offers students of French the chance to study French language, culture, and history while visiting a variety of historical and cultural sites in France. Students have the opportunity to practice what they have been learning in the classroom and also to learn about the French people and France firsthand. The class will meet during spring semester before departure. Topics such as culture, history and current events are discussed during class time. Students will be given assignments to complete prior to leaving for France, while in France, and upon return from France.

GERMAN IMMERSION

Travel/Study
Elective Credit
Grades 10, 11, 12
Prerequisite: Levels I and II
Summer Program: June/July
German Immersion Program offers students of German the chance to spend four weeks living with a German family, to attend a German language institute and to travel in Germany and Austria. Students have the opportunity to practice what they have been learning in the classroom and also to learn about Germans and Germany firsthand. Students must complete at least 2 years of German in order to be eligible for the course. The class meets 5 times before departure. Topics such as culture, history and current happenings in Germany are discussed during the class time. Students are given assignments which must be completed by mid-August.

SPANISH IMMERSION

Travel/Study
Elective Credit
Grades 10, 11, 12
Prerequisite: Levels I and II
Summer Program: June/July
Learn Spanish in Spain offers Spanish students the opportunity to study Spanish at a language institute in Spain. The program offers firsthand exposure to Spanish culture, history and language. It is taught in Spanish and emphasizes conversational skills and listening comprehension. GHS students must have completed 2 levels of Spanish in order to be eligible for the course. The class will meet 10 hours prior to departure. Topics such as culture, history and current happenings in Spain are discussed during the class time. Students are given assignments, some of which are due before departure, and others upon returning from Spain. Instruction in the course will be conducted primarily in Spanish with some English.

SPANISH I HS

Core 40 and AHD course
Recommendation of Instructor
2 Semesters, 2 Credits each
Grades 9-12

Spanish for Heritage Speakers is a course designed for heritage speakers of Spanish who have demonstrated some degree of oral proficiency and biliteracy in Spanish by providing opportunities to improve reading and listening comprehension, as well as writing and grammar skills in Spanish. Special attention will be given to spelling, accents, grammar and vocabulary of standard Spanish, as well as to the importance of biculturalism and bilingualism in the United States today. Placement of students and development of the course curriculum is dependent upon the population of students enrolled in this course.

SPANISH II HS

Core 40 and AHD course
Successful completion of Spanish I HS
2 Semesters, 2 Credits each
Grades 9-12

Spanish for Heritage Speakers is a course designed for heritage speakers of Spanish who have demonstrated some degree of oral proficiency and biliteracy in Spanish by providing opportunities to improve reading and listening comprehension, as well as writing and grammar skills in Spanish. Special attention will be given to spelling, accents, grammar and vocabulary of standard Spanish, as well as to the importance of biculturalism and bilingualism in the United States today. Placement of students and development of the course curriculum is dependent upon the population of students enrolled in this course.

Mild Disabilities



Statement of Philosophy

Intricacies of our present society along with rapid technological changes in industry mandates that the Mild Disabilities programs furnish a curriculum which will meet the educational as well as the vocational transition needs of our students.

The curriculum for the Mild Disabilities students receiving direct services provides for the practical application of the basic academic skill areas of reading, math, oral and written communication, social studies, and science across the domains of daily living skills, personal social skills, and occupational guidance and preparation skills.

Mild Disabilities Scope & Sequence

Course	Ninth Grade		Tenth Grade		Eleventh Grade		Twelfth Grade	
	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.	1st Sem.	2nd Sem.
English I, II, III, IV MD	x	x	x	x	x	x	x	x
English 9 Lab Focus	x	x						
Math I,II,III,IV SE	x	x	x	x	x	x	x	x
Fundamental Application of Math MD	x	x	x	x	x	x	x	x
Pre Algebra Applied/Focus	x	x	x	x	x	x	x	x
Science I MD	x	x	x	x	x	x	x	x
Physical Science Applied/Focus	x		x		x		x	
Life Science Applied/focus		x		x		x		x
Social Studies			x	x	x	x	x	x
Health MD, SE	x	x	x	x	x	x	x	x
Adaptive PE	x	x	x	x	x	x	x	x
Basic Skills Development/Focus	x	x	x	x	x	x	x	x
Work Study I, II, III MD		x	x	x	x	x	x	x

Mild Disabilities

ENGLISH I, II, III, IV MD

2 Semesters, 2 Credits
Grades 9, 10, 11, 12

This course is designed to increase every student's performance level in the area of reading. The main focus of this course will be System 44 and READ 180. System 44 and READ 180 are research- based programs that deliver direct and systematic reading instruction to students at all reading levels. Comprehension Strategies, Read-Alouds, and modeling appropriate skills will also be used to increase the student's level of performance. These methods make it possible to identify every student's target zone for maximum learning.

English Lab - Focus

2 Semesters, 2 Credits Grade 9 /10
(Permission of Department, Administration and Guidance Counselor)

English 9 Lab focus utilizes READ 180 which is an intensive reading intervention program designed to meet the needs of students who are reading below grade level. The program directly addresses individual needs through adaptive instructional software, high-interest fiction and nonfiction, and direct instruction in reading and writing skills. READ 180 is a program that has research and documentation to support its effectiveness. The goal of the class is to increase every student's level of reading comprehension and fluency. This program makes it possible to identify every student's target zone for maximum learning.

Fundamental Applications of Math MD I, II, III, IV

2 semesters, 2 Credits Grades 9, 10, 11, 12

This course is designed to help each student recognize, understand, and master math applications that will be necessary for their survival and success after high school. All areas of study will be transferable to real life. The students will understand how the concepts fit into life and will be able to identify the importance of the skills. Some of the real-life applications that will be introduced are basic money skills, counting money, giving and getting correct change, payroll deductions, and the aspects of a basic budget.

MATH I, II, III, IV SE

2 Semesters, 2 Credits Grades 9, 10, 11, 12

This course concentrates on the mastery of competencies found in the Life Centered Career Education Curriculum (LCCE). The main focus of this course will be on Managing Personal Finances, Buying, Preparing, and Consuming Food and Clothing, Getting around the Community, and Selecting and Managing a Household. The goal of this course is to provide the students with the economic, personal, and social life skills to be productive independent adults in our community.

Pre- Algebra - Applied

2 Semesters-2 Credits
Grades 9, 10, 11, 12

Pre-Algebra provides the mathematical background, skills, and thinking processes necessary for the successful completion of Algebra I. Topics include: number sense and computation, integers, solving equations, exponents and square roots, graphing, and polynomials.

Science II MD

2 semesters, 2 Credits Grades 9, 10, 11, 12

The purpose of this course is to stimulate the investigative skills of each student in the areas of life science. Some of the areas that will be covered are cells, genetics and heredity, bacteria, plants,animals and ecology.

Physical Science - Applied /Focus

1 Semester, 1 Credit (Semester 1 only) Grades 9, 10, 11, 12
(Permission of Department, Administration and Guidance Counselor)

Students will investigate fundamental chemical, physical, and Earth and space science concepts and principles related to the structure and properties of matter, the nature of energy and its role in chemical reactions, and the physical and chemical laws that govern Earth's interconnected systems and forces of nature. This course will count towards a General Diploma.

Life Science - Applied /Focus

1 Semester, 1 Credit (Semester 2 only) Grades 9, 10, 11, 12
(Permission of Department, Administration and Guidance Counselor)

Life Science is a preparatory course for Biology. Students will investigate fundamental biological concepts and principles. They will explore the functions and processes of cells within all living organisms, genetic inheritance, and the relationship of all living organisms to each other and the environment as a whole. This course will count towards a General Diploma.

SOCIAL STUDIES REQUIREMENTS

The high school Mild Disabilities program offers U.S. History, World Studies, and Government/Economics in a three-year cycle. Students in the Mild Disabilities program will take the course that is being offered during that particular semester no matter what grade he/she is in. Enrollment in these classes will be determined in an IEP conference.

UNITED STATES HISTORY MD

2 Semesters, 2 Credits
Grades 10, 11, 12

(offered in Social Studies Rotation)

This course is designed to meet the United States History course requirement while being taught at a slower pace to accommodate students with an IEP. This course will review the history of our country including the 19th century and then spend the remainder of the year covering the 20th century.

Mild Disabilities

World History MD 2 Semesters, 2 Credits Grades 10, 11, 12

This course is designed to meet the World History/Civilization course requirement while being taught at a slower pace to accommodate students with an IEP. The course provides for a study of selected world cultures throughout history. The content of this course provides a basis in which students will compare and analyze patterns of culture, emphasizing both the diversity and commonality of human experience and behavior. This course examines the interaction of local cultures with the natural environment and allows students to make connections among civilizations from earliest times to the present. This course is designed to focus on: (1) prehistory; (2) early world civilizations, including the rise of civilizations of the Middle East, Africa, and Asia; (3) the classical civilizations of Europe, Asia, Africa, and Latin America; and (4) the development of modern societies.

U.S. Government/Economics MD 2 Semesters, 2 Credits
(Offered in Social Studies Rotation) Grades 10, 11, 12

These courses are designed to meet the Government and Economics course requirements while being taught at a slower pace to accommodate students with an IEP. Each course is a semester course with Government being offered first semester and Economics offered second semester. Government will focus on the need and purpose of government. It will also focus on the three branches of government and the importance of being an informed voter. Economics will focus on real-life applications and the role of economics in daily life. Students will work with budgets, shopping, evaluating purchases based upon needs and wants.

HEALTH I,II,III, IV MD, SE 1 Semester, 1 Credit
Grades 9, 10, 11, 12

Areas of emphasis of this course are first aid, health care, human sexuality, nutrition, dealing with emotions, interpreting situations and problem solving.

ADAPTIVE PE 1 Semester, 1 Credit Grades 9, 10, 11, 12

The Adaptive Physical Education program is open to students in the moderate/severe program or others who qualify with teacher/counselor permission. Emphasis is placed on developing skills in the following areas: physical fitness, motor movements, recreational games, activity for life and basic aquatics.

BASIC SKILLS DEVELOPMENT I, II, III, IV 2 Semesters, 2 Credits
Grades 9, 10, 11, 12

Basic Skills Development is a multidisciplinary course which provides students continuing opportunities to develop basic skills including: (1) reading, (2) writing, (3) listening, (4) speaking, (5) mathematical computation, (6) note taking, (7) study and organizational skills, and (8) problem-solving skills that are essential for high school course work achievement. Determination of the skills to be emphasized in this course is based on Indiana’s standards, individual school corporation general curriculum plans, and student Individualized Education Programs (IEP) or other individualized plans. Skills selected for developmental work provide students with the ability to continue to learn in a range of different life situations. This course will counts as an elective for all diplomas.

BASIC SKILLS DEVELOPMENT FOCUS 2 Semesters, 2 Credits
(Permission of Department, Administration and Guidance Counselor) Grades 9

Basic Skills Development is a multidisciplinary course which provides students continuing opportunities to develop basic skills including: (1) reading, (2) writing, (3) listening, (4) speaking, (5) mathematical computation, (6) note taking, (7) study and organizational skills, and (8) problem-solving skills that are essential for high school course work achievement. Determination of the skills to be emphasized in this course is based on Indiana’s standards, individual school corporation general curriculum plans, and student Individualized Education Programs (IEP) or other individualized plans. Skills selected for developmental work provide students with the ability to continue to learn in a range of different life situations. This course will counts as an elective for all deiplomas.

WORK STUDY I, II, III MD (Prerequisite: Basic Skills Development, Currently Employed, 1 or 2 Semesters
and Permission of Instructor) Up to 3 Credits

This course is designed to give Mild Disabilities students paid work experience. Once a student has secured a job placement, he/she may be released a portion of the school day in order to attend work. *The student is required to already have a job prior to enrolling in the Work Study Program, and he/she must maintain employment throughout the semester. If the student becomes unemployed at any time during the semester, he/she has two (2) weeks to obtain a new work placement or he/she will be removed from the Work Study Program and will receive a semester F.* Job placements are paid positions unless the instructor makes special volunteer arrangements. Credit is arranged according to the number of hours worked. Each student is required to participate in an interview with the employer, sign a work-study agreement/contract, turn in documentation of hours worked, and participate in work rating scales.

Merit Learning Center

Elkhart County Merit Learning Center (ECMCL) is an alternative school that serves five out of the seven public school corporations in Elkhart County. We serve students who have withdrawn or intend to withdraw from school; are parents or expectant parents; are employed during the school day; or those who have not conplied academically because of one of the three previous causes. Students can attend ECMLC in a variety of formats: full-time, dual enrollment or for credit recovery. In each case, students can complete their high school education. Students attending Merit are selected by their sending school based on the needs of individual students. In general, Merit is best suited for students that are self-motivated and able to work independently.

- Curriculum
 - Much of the curriculum at Merit is computer-based.
 - Classes have online and offline components that must be completed before a credit can be earned.
 - There are some elective courses that are project based and have no online component.
 - APEX provides the majority of the online curriculum for the courses offered at Merit. APEX is a mastery-based system
 - Students can only progress through the course by demonstrating mastery of the skills and/or concepts of a particular course.
 - If students fail to master a section of a particular course, they are required to review the material and continue to practice the skill until they can demonstrate mastery.
- Course Offerings
 - Merit offers courses that allow students to earn either a Regular or Core 40 Diploma(s).
 - Merit also offers seniors the opportunity to earn work-study credits through the ICE program
 - There are an increasing number of elective courses available to students.
 - Students generally work on 2-3 courses at any one time.
 - When a course is complete, students can be assigned the next logical course.
 - Courses are assigned by the counselor at the students’ home high school.
- Credits and Graduation
 - All credits earned at Merit are added to students’ official transcripts at Goshen High School.
 - If a student earns an A in a course at Merit – that course should appear as an A on the student’s transcript.
 - Goshen students do not graduate from Merit – students earn a diploma from Goshen High School.
 - Goshen students who have completed their graduation requirements at Merit are welcome to participate in graduation ceremonies at Goshen High School.

