

## 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.

## 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-.

### ***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

## 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.

<u>Vincennes Course Title</u>	<u>GHS</u>	<u>Course Title</u>	<u>College Credits</u>
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.

<u>IU Course Title</u>	<u>GHS Course Title</u>	<u>College Credits</u>
W131 Elementary Composition I	ACP Writing Analytically-	3 credits
L202 Literary Interpretation	ACP Writing Themes About Lit-	3 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



## The International Baccalaureate Program at GHS

- Goshen High School is an IB World School.
- An IB education is world-renowned for its academic and personal rigor.
- IB focuses on learners, develops effective approaches to teaching and learning, works with global contexts—increasing understanding of language and cultures, and exploring globally significant ideas and issues.
- IB learners strive to become inquirers, knowledgeable, thinkers, communicators, principled, open-minded, caring, risk-takers, balanced, and reflective.
- It is open to anyone interested in challenging themselves.
- Students may take courses individually or pursue a full IB Diploma during grades 11 and 12.

### Reasons why IB is ideal preparation for your future:

1. It offers academic breadth and depth.
2. Colleges value students with meaningful experiences beyond the classroom.
3. It’s a qualification recognized by universities around the world.

4. It creates independent learners and strong writers.
5. It cultivates an international mindset.
6. IB students have proven time management skills.
7. The IB encourages critical thinking.
8. Subjects aren't taught in isolation.

### IB Courses offered at GHS:

Literature HL, French SL, German SL, Spanish SL, History SL and HL, Psychology SL, Biology HL, Chemistry SL, Physics SL, Sports Health Exercise Science SL, Math Studies SL, Visual Art HL, Music SL and HL, Theory of Knowledge, Extended Essay

If you want more information about IB, contact Mrs. Collins, Mr. Nichols, or your counselor.

## Art Scope & Sequence

Course	1	2	3	9 <sup>th</sup> Grade		10 <sup>th</sup> Grade		11 <sup>th</sup> Grade		12 <sup>th</sup> Grade	
				1 <sup>st</sup> Sem	2 <sup>nd</sup> Sem	1 <sup>st</sup> Sem	2 <sup>nd</sup> Sem	1 <sup>st</sup> Sem	2 <sup>nd</sup> Sem	1 <sup>st</sup> Sem	2 <sup>nd</sup> Sem.
2 Dimensional Art	X	X		X	X	X	X	X	X	X	X
3 Dimensional Art	X	X		PR	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					PR	PR	PR	PR
Drawing I	X	X		PR	X	X	X	X	X	X	X
Drawing II		X			PR	X	X	X	X	X	X
Drawing III								P	P	P	P
Painting I	X	X		PR	X	X	X	X	X	X	X
Painting II		X	X	PR	X		X		X		X
Photography I	X	X		X	X		X	X	X	X	X
Photography II		X					X	X	X	X	X
Photography III			X					PR	PR	PR	PR

Printmaking				PR	PR	X	X	X	X	X	X
Computer Graphics I, II						X	X	X	X	X	X
Computer Graphics III						PR	PR	PR	PR	PR	PR
Studio Art – AP		X	X					X	X	X	X
Jewelry								X	X	X	X
IBHL		X	X					PR	PR	PR	PR

### Introduction to Two-Dimensional Art

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

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.

### Introduction to Three-Dimensional Art

Prerequisite: 2-D Art or drawing

1 Semester, 1 Credit  
Grades 9, 10, 11, 12  
2<sup>nd</sup> Semester Only

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.

### Ceramics I

1 Semester, 1 Credit  
Grades 10, 11, 12

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.

### Ceramics II

Prerequisite: Ceramics I with C Grade or better

1 Semester, 1 Credit  
Grades 10, 11, 12

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.

### Ceramics III

Prerequisite: Written permission of Grades 11, 12, Dept. Chairperson & Ceramics I & II

1 Semester, 1 Credit  
Grades 11, 12

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 ½ hours a week outside of class time will be spent working in the studio.

### Drawing I

Prerequisite: 2<sup>nd</sup> semester 9 with instructor approval or C grade or better in 2-d/or portfolio

1 Semester, 1 Credit  
Grades 10, 11, 12

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.

## **Drawing II**

1 Semester, 1 Credit

Prerequisite: Drawing I with C Grade or better

Grades 10, 11, 12

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.

## **Drawing III**

1 Semester, 1 Credit

Prerequisite: Written permission of Instructor and Grades 11, 12, Drawing I & II

Grades 11, 12

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.

## **Printmaking**

1 Semester, 1 Credit

Prerequisite: Drawing I or 2D Art with C grade or better

Grades 9, 10, 11, 12

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.

## **Photography I**

1 Semester, 1 Credit

Grades 9, 10, 11, 12

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.

## **Photography II**

1 Semester, 1 Credit

Prerequisite: Photography I with C Grade or better

Grades 10, 11, 12

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.

## **Photography III**

1 Semester, 1 Credit

Prerequisite: Photography I & II, Written Permission of Instructor

Grades 11, 12

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.

## **Computer Graphics I**

1 Semester, 1 Credit

Grades 10, 11, 12

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 being challenged to think creatively and form original designs.

## **Computer Graphics II**

1 Semester, 1 Credit

Prerequisite: Computer Graphics I with C Grade or better

Grades 10, 11, 12

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.

## **Painting I**

1 Semester, 1 Credit

Prerequisite: Drawing I or 2-D Art

Grades 9, 10, 11, 12

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.

## **Painting II**

1 Semester, 1 Credit

Prerequisite: Drawing I or 2-D Art

Grades 9, 10, 11, 12

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 artist techniques. Materials will include the use of ink and acrylic. A Visual Journal is required.

## Jewelry

1 Semester, 1 Credit

Prerequisite: Drawing I or 2-D Art

Grades 11, 12

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 the 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.

## IB Higher Level Art

4 Semesters, 4 Credits

Prerequisite: Approval of Instructor

Grades 11, 12

IB Diploma Certification

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. 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. The artist is 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 student's discovery will be seen in their own artwork.

## Studio – Art AP

2 Semesters, 2 Credits

Prerequisite: Approval of Instructor

Grades 11, 12

Core 40 and AHD

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 student's complete college-level courses and permits colleges to evaluate, acknowledge, and encourage that accomplishment through the granting of appropriate credit and placement.

### - Drawing Portfolio

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.

### - 2-D Design Portfolio

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.

### - 3-D Design Portfolio

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 photographs, published images, and/or other artists' works must show substantial and significant development beyond duplication.

## Business

Course	9 <sup>th</sup> Grade		10 <sup>th</sup> Grade		11 <sup>th</sup> Grade		12 <sup>th</sup> Grade	
	1 <sup>st</sup> Sem	2 <sup>nd</sup> Sem	1 <sup>st</sup> Sem	2 <sup>nd</sup> Sem	1 <sup>st</sup> Sem	2 <sup>nd</sup> Sem	1 <sup>st</sup> Sem	2 <sup>nd</sup> Sem
Business Math			X	X	X	X	X	X
Introduction to Business	X	X	X	X	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	X	X
Preparing for College and Careers	X	X						
Principles of Marketing					X	X	X	X
Strategic Marketing							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

### Business Math

1 Semester, 1 Credit

Prerequisite: Pass Algebra I

Grades 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, and Internet research and business experiences. Fulfills a Mathematics requirements for General Diploma only. Qualifies as a Quantitative Reasoning course.

### Introduction to Business 4518 (INTO BUSS)

1 Semester, 1 Credit

Grades 9, 10, 11, 12

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

### Introduction to Accounting 4524 (INTO ACC)

2 Semesters, 2 Credits

Grades 10, 11, 12

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

### Advanced Accounting II

2 Semesters, 2 Credits

Prerequisite: Into to Accounting

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 related 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.

**Interactive Media 5232 (INT MEDIA)**

1 Semester, 1 Credit

Grades 10, 11, 12

Interactive Media prepares students for careers in business and industry working with interactive media products and services; which includes the entertainment industries. This course emphasizes the development of digitally generated or computer-enhanced products using multimedia technologies. Student will develop an understanding of professional business practices including the importance of ethics, communication skills, and knowledge of the "virtual workplace".

**Preparing for College and Careers 5394 (PREP CC)**

1 Semester, 1 Credit

Grade 9 Only

Preparing for College and Careers addresses the knowledge, skills, and behaviors all students need to be prepared for success in college, career, and life. The focus of the course is the impact of today's choices on tomorrow's possibilities. Topics to be addressed include twenty first century life and career skills; higher order thinking, communication, leadership, and management processes; exploration of personal aptitudes, interests, values, and goals; examining multiple life roles and responsibilities as individuals and family members; planning and building employability skills; transferring school skills to life and work; and managing personal resources. This course includes reviewing the 16 national career clusters and Indiana's College and Career Pathways, in-depth investigation of one or more pathways, reviewing graduation plans, developing career plans, and developing personal and career portfolios.

**Principles of Marketing 5914 (PRN MARKT)**

1 Semester, 1 Credit

Prerequisite: Business Foundations

Grades 11, 12

Principles of Marketing provides a basic introduction to the scope and importance of marketing in the global economy.

Emphasis is placed on oral and written communications, mathematical applications, problem-solving, and critical thinking skills as they related to advertising/promotion/selling, distribution, financing, marketing information management, pricing, and product/service management.

**Strategic Marketing**

1 Semester, 1 Credit

Prerequisite: Principles of Marketing

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 theories from psychology, social psychology, and economics. The relationship between consumer behavior and marketing activities will be reviewed.

**Personal Financial Responsibility 4540 (PRS FINS RSP)**

1 Semester, 1 Credit

Grades 11, 12

Personal Financial Responsibility addresses the identification and management of personal financial resources to meet the financial needs and wants of individuals and families, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors. This course helps students build skills in financial responsibility and decision making; analyze personal standards, needs, wants, and goals; identify sources of income, saving and investing; understand banking, budgeting, record-keeping and managing risk, insurance and credit card debt.

\*Qualifies as a quantitative reasoning course

**Computer Science I 4801 (COM SCI I)**

1 Semester, 1 Credit

Grades 10, 11, 12

Computer Science I introduces the structured techniques necessary for efficient solution of business related computer programming logic problems and coding solutions into a high-level language. The fundamental concepts of programming are provided through explanations and effects of commands and hands-on utilization of lab equipment to produce accurate outputs. Topics include program flow-charting, pseudo coding, and hierarchy charts as a means of solving problems. The course covers creating file layouts, print charts, program narratives, user documentation, and system flowcharts for business problems; algorithm development and review, flowcharting, input/output techniques, looping, modules, selection structures, file handling, control breaks, and offers students an opportunity to apply skills in a laboratory environment.

**Computer Science II: Programming 5236 (CS II PROG)**

1 Semester, 1 Credit

Grades 11, 12

Computer Science II: Programming explores and builds skills in programming and a basic understanding of the fundamentals of procedural program development using structured, modular concepts. Coursework emphasizes logical problem design involving user-defined functions and standard structure elements. Discussions will include the role of data types, variables, structures, addressable memory locations, arrays and pointers, and date file access methods. An emphasis on logical program design using a modular approach, which involves task oriented program functions.

## WBL – Work Based Learning

1 Semester, 1 Credit

Internship/Apprenticeship

Grades 11, 12

The

Goshen High School Internship / Apprenticeship program is a one course for junior and senior students. This course helps students apply related classroom instruction to real world experience. 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 / Apprenticeship experience. Projects compiled in the portfolio are: career research paper, resume, weekly journals, and a career interview.

Students wishing to be placed in an Internship / Apprenticeship will complete an 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 / Apprenticeship program, the coordinator will find an appropriate placement for the student. Students must provide their own transportation to be part of this program.

## Engineering Technology

Course	9 <sup>th</sup> Grade		10 <sup>th</sup> Grade		11 <sup>th</sup> Grade		12 <sup>th</sup> Grade	
	1 <sup>st</sup> Sem	2 <sup>nd</sup> Sem	1 <sup>st</sup> Sem	2 <sup>nd</sup> Sem	1 <sup>st</sup> Sem	2 <sup>nd</sup> Sem	1 <sup>st</sup> Sem	2 <sup>nd</sup> Sem
Introduction to Engineering Design I	X	X	X	X	X	X	X	X
Introduction to Engineering Design II		X	X	X	X	X	X	X
Introduction to Design Processes		X	X	X	X	X	X	X
Civil Engineering & Architecture			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
Engineering Design & Development	X	X	X	X	X	X	X	X

Computer Tech Support	X	X	X	X	X	X	X	X
Computer Science II					X	X	X	X

### Introduction to Engineering Design 4812 PLTW (IED)

2 Semesters course, 2 Semesters Required

No Prerequisite

Grades 9, 10, 11, 12

Introduction to Engineering Design is a fundamental pre-engineering course where students become familiar with the engineering design process. Students work both individually and in teams to design solutions to a variety of problems using industry standard sketches and current 3D design and modeling software to represent and communicate solutions. Students apply their knowledge through hands-on projects and document their work with the use of an engineering notebook. Students advance from completing structured activities to solving open-ended projects and problems that require them to develop planning, documentation, communication, and other professional skills. Ethical issues related to professional practice and products development are also presented.

### Introduction to Engineering Design II 4812 PLTW (IED)

1 semester, 1 Credit

Prerequisite: Introduction to Engineering

Grades 9, 10, 11, 12

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

### Introduction to Design Processes

1 Semester, 1 Credit

Prerequisite: Introduction to Engineering Design I

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 product solutions. This process give a framework through which they design, manufacture tests and 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 student to engage in higher level thinking to create solutions for many types of problems.

### Civil Engineering and Architecture 4820 PLTW (CEA)

2 Semester Course, 2 Semesters required

Prerequisite: Introduction to Engineering Design and Principles of Engineering

Civil Engineering and Architecture introduces students to the fundamental design and development aspects of civil engineering and architectural planning activities. Application and design principles should allow students opportunities to design, simulate, and evaluate the construction of buildings and communities. During the planning and design phases, instructional emphasis should be placed on related transportation, water resource, and environmental issues. Activities should include the preparation of cost estimates as well as a review of regulatory procedures that would affect the project design.

### Construction Trades: Trades I and II

2 Semesters, 2 Credits

Preferred that students complete Engineering Design I

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)

1 Semester, 1 Credit

Prerequisite: Engineering Design I or be in Grade 11, 12

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 during a construction project 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 similar activity.

### **Introduction to Construction II (Finishing)**

1 Semester, 1 Credit

Prerequisite: Introduction to Construction I (Framing)

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.

### **Principles of Engineering**

Prerequisite: Intro to Engineering 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.

### **Engineering Design and Development 4828 PLTW (EDD)**

2 Semesters, 2 Credits

Prerequisite: Introduction to Engineering Design, Principles of Engineering Design,

Grades 10, 11, 12

And one pre-engineering specialty course

Transportation Systems is a course that specializes in the study of 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**

2 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**

Grades 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

## Genres of Literature

2 Semesters, 2 Elective Credits

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 NWEA.

## English 9 Basic

2 Semesters, 2 Credits

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. Literature studied will include the short story, poetry and nonfiction. Works such as *Romeo and Juliet*, and *The Odyssey* will be studied.

## English 9 Focused

2 Semesters, 1 credit per semester

In English 9 Focused, students will focus primarily on reading and writing skills, in addition to listening and speaking skills. While focusing on many of the same texts as the other 9<sup>th</sup> grade courses, this will use lower-leveled readings to meet students' needs. Texts will include short stories, *The Odyssey*, poetry, *Romeo and Juliet*, and non-fiction. In addition to focusing on reading fluency, students will work at developing both their academics writing, through analysis of texts, and personal writing. Placement in this class is based primarily on reading ability as shown through classroom data or NWEA. This class must be taken concurrently with Genres of Literature, unless otherwise determined by both teachers.

## English 10 Basic

2 Semesters, 2 Credits

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. This unit will combine skills in summarizing informational texts, research, and citation of sources.

## English 10 Focused

offered 2 Semesters, 2 Elective Credits

English 10 focused is a 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 student who need additional support in all the language arts (reading, writing, speaking and listening), but especially in reading and writing.

## English 10 Honors

2 Semesters, 2 Credits

This course is designed to prepare students for IB and AP English. English 10 Honors will emphasize the same course contents as English 10 Basic, stressing critical reading and analysis, but with supplemental reading and writing components at a post-10<sup>th-grade</sup> level as well as an accelerated approach to the material. Due to the advanced nature of the course, in-depth reading assignments, intellectually challenging composition topics, and increased vocabulary study will be required. Students are also expected to participate in an independent reading program designed to promote lifelong literacy skills.

## American Studies

2 Semesters, 2 Credits

(Not available to those who have passed the English ISTEP)

Year Long Course

This course is 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 cannot be taken out of sequence. This class is only offered to students that have not yet passed the graduation English test.

### **English 11 Basic**

2 Semesters, 2 Credits

This course utilizes primarily American literature to focus on reading, writing, critical thinking, and connecting literature to current events. Reading comprehension and analysis skills will be emphasized, as well as the practice of effective communication through speaking and listening. Reading and writing for a wide variety of purposes will include personal reflection, compare and contrast, and analytical essays.

### **English 12 Basic**

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 fictions, 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 12 Focused**

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.

### **American Experience**

2 Semesters, 2 Credits

(Not available to those who have already taken U.S. History)

Yearlong course

(Prerequisite: Pass English 10 ISTEP)

Level I 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 the 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. Offered both semesters, in sequence. The semesters cannot be taken out of sequence.

### **Dramatic Literature Stratford Experience**

1 Credit

Offered 1<sup>st</sup> Semester

The Stratford Experience is designed as a course to be taken by the student interested in furthering their 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, and 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.

### **English 12 ACP Advanced English/Language Arts, College Credit:**

1 Semester, 1 Credit

#### **Writing Themes about Literature ACP (L202)**

Offered 2<sup>nd</sup> Semester

(Prerequisite: English 11 College Prep or IB)

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 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:**

1 Semester, 1 Credit

#### **Writing Analytically ACP (W131)**

Offered 1<sup>st</sup> Semester

(Pre-requisite: English 11 College Prep OR IB)

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 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.

### **Language A1 Higher Level**

4 Semesters, 4 Credits

### **International Baccalaureate**

Offered 4 Consecutive Semesters

(Pre-requisite: English 10 Honors)

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 1 of the IB curriculum, World Literature); Genres of Literature (Part II of the IB curriculum, Detailed Study); and Drama (Part 11 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.

### **Student Media: Journalism**

1 Credit per Semester

(Pre-requisite: 9H and/or 10H and teacher approval)

Offered Both Semesters

Students in this course will build journalistic skills, including writing, editing, and design. This course is open to students who have a strong writing background, enjoy writing, and are able to work independently. The class will model a publication business, with a primary goal of producing the school newspaper both online and in print versions, and may include an exploration of other journalism media, including blogs, social media, and podcasts. Students will be required to conduct professional interviews, photograph for news, write on a deadline, and use InDesign and WordPress for print and web layout (as needed).

\*Note: This class no longer counts as an English credit, but as a Directed Elective or Elective credit for all diplomas. This course fulfills the Fine Arts requirement for the Core 40 with Academic Honors.

### **English Lab: Advanced Elective Reading**

1 Semester, 1 Elective Credit

(Prerequisite: Senior with 7/8 English Credits)

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**

2 Semesters, 2 Credits

(Prerequisite: Pass English 10 ISTEP)

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**

2 Semesters, 2 Credits

(Prerequisite: Pass English 10 ISTEP)

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. Student 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.

## **English – Inglés**

### **English Language Learners (EL)**



### 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, II, 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 WIDA Access test 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.

### Estudiantes de la Lengua Inglesa (EL – siglas en inglés)

#### 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 Secuencia

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

## English (EL)

### EL I & II

2 Semesters, 2 Credits

EL I – 1<sup>st</sup> Semester, EL II – 2<sup>nd</sup> Semester

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 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 9<sup>th</sup> 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 Lab 9 & 10**

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 10<sup>th</sup> grade English.

### **EL Reading/Writing LAB I & II**

2 Semesters, 2 Credits

EL I – 1<sup>st</sup> Semesters, EL II – 2<sup>nd</sup> Semester, Elective

Students who are taking EL I and 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 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.

## **Inglés (EL)**

### **ESTUDIANTES DE LA LENGUA INGLESA (EL) I & II**

2 Semestres, 2 Créditos

EL I – 1<sup>st</sup> Semester, EL II – 2<sup>nd</sup> Semester

Este curso es para el estudiante que entiende oraciones sencillas en inglés, especialmente cuando se le hable despacio, pero que no hable, lee, ni escribe inglés, except palabras aisladas o expresiones. El curso enfoca sobre comprensión, vocabulario, y comunicación. La meta del curso es de aumentar las habilidades del estudiante por medio de literature, gramática, y escribiendo diarios.

### **CURSO PARA ESTUDIANTES DE LA LENGUA INGLESA (EL) III**

2 Semestres, 2 Créditos

Este curso es para el estudiante que comunica en inglés detenidamente y con dificultad. El estudiante puede llevar a cabo una conversación en inglés, pero no puede seguir instrucciones sencillas, El curso enfoca en la comprensión, vocabulario, y comunicación. La meta del curso es de mejorar las habilidades del estudiante de leer y escribir por medio de la literature, gramática, y escribiendo diarios.

### **INGLES 9 EL IV**

2 Semestres, 2 Créditos

Este curso es para el estudiante que habla y entiende el inglés con la facilidad de un orador native, pero que todavía tiene dificultad en leer y escribir. El contenido del curso seguirá las capacidades identificados por el Estado de Indiana para el novena grado en las áreas de escuchar, hablar, leer y escribir. La meta del curso es de aumentar las habilidades del estudiante de leer y escribir por medio de literature, conversaciones, instrucción intensive de gramática, ejercicios de escribir y redactor, y escribir composiciones y diarios.

**ESTUDIANTES DE LA LENGUA INGLESA (EL) I & II**

2 Semestres, 2 Créditos

Electivo

Los estudiantes de la lengua inglesa (EL) II pueden tomar este curso al mismo tiempo, basado en los resultados de sus calificaciones del SRI (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 literature que hayan leído.

**ESTUDIANTES DE LA LENGUA INGLESA (EL) LABORATORIO DE LECTURA/ESCRITURA III**

Electivo

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 literature 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 exámen de inglés). Los estudiantes aumentarán sus habilidades de lectura por medio del desarrollo de vocabulario, actividades de comprensión de lectura y conversaciones sobre literature que han leído. Los estudiantes mejorarán sus habilidades de escritura por medio de proyectos y composiciones individuales basadas en la literature que hayan leído.

## Health & Human Services

Course	9 <sup>th</sup> Grade		10 <sup>th</sup> Grade		11 <sup>th</sup> Grade		12 <sup>th</sup> Grade	
	1 <sup>st</sup> Sem.	2 <sup>nd</sup> Sem.	1 <sup>st</sup> Sem.	2 <sup>nd</sup> Sem.	1 <sup>st</sup> Sem.	2 <sup>nd</sup> Sem.	1 <sup>st</sup> Sem.	2 <sup>nd</sup> Sem.
Health and Wellness	X	X	X	X	X	X	X	X
Advanced Health					X	X	X	X
Preparing for College & Careers	X	X						
Nutrition & Wellness			X	X	X	X	X	X
Child Development & Parenting			X	X	X	X	X	X
Adult Roles & Responsibilities					X	X	X	X
Human & Social Services 1 (PACT)					X	X	X	X
Early Childhood Education I & II			X	X	X	X	X	X

**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 IN course.

### **Preparing for College & Careers**

1 Semester, 1 Credit

Grade 9 Only

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**

1 Semester, 1 Credit

Grades 10, 11, 12

Child Development is an introductory course for all students as a life foundation and academic enrichment. 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 GPS, recommendation from a teacher and permission of instructor)

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.

## Adult Roles and 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.

## Early Childhood Education I & II (Child Care Center)

1 Credit per Semester, Maximum 4 Cred

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

\*Stated ID, Background Check, Drug test, and a TB Test are required for the background test. \*Any student with a criminal record will not be allowed to take ECE.

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.

## 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 chose 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.

# Mathematics

Course	9th Grade		10th Grade		11 <sup>th</sup> Grade		12th Grade	
	1 <sup>st</sup> Sem	2 <sup>nd</sup> Sem	1 <sup>st</sup> Sem	2 <sup>nd</sup> Sem	1 <sup>st</sup> Sem	2 <sup>nd</sup> Sem	1 <sup>st</sup> Sem	2 <sup>nd</sup> Sem
Algebra I	X	X						
Algebra II			X	X				
Algebra II H			X	X				

Geometry					X	X		
Geometry H					X	X		
IB Math Studies					X	X	X	X
Pre-Calc H					X	X	X	X
Calculus AP							X	X

## 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

2 Semesters, 2 Credits

Grades 9, 10, 11, 12

(Prerequisite: Algebra 1, Algebra II)

Honors recommendation by Math teacher

Geometry is offered to students who have completed Algebra I and Algebra II. 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 the 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

2 Semesters, 2 Credits

Grade 10, 11,12

(Prerequisite: Algebra I)

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

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.

## IB Math Studies

2 Semesters, 2 Credits

(Prerequisite: Final Grade of B or higher each semester in Algebra II)

Grade 11 or 12

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.

## Pre-calculus Honors

2 Semesters, 2 Credits

Prerequisite: Algebra II H

Grades 11, 12

(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.

## 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 Scope & Sequence

Course	9 <sup>th</sup> Grade		10 <sup>th</sup> Grade		11 <sup>th</sup> Grade		12 <sup>th</sup> Grade	
	1 <sup>st</sup> Sem	2 <sup>nd</sup> Sem	1 <sup>st</sup> Sem	2 <sup>nd</sup> Sem	1 <sup>st</sup> Sem	2 <sup>nd</sup> Sem	1 <sup>st</sup> Sem	2 <sup>nd</sup> Sem
Crimson Choir – Boys Only	X	X	X	X	X	X	X	X
Crimson Chorus - Girls Only	X	X						
Men's Choir	X	X	X	X	X	X	X	X
Advanced Crimson Choral (IBMC)			X	X	X	X	X	X
Advanced Crimson Choir (IBMC)			X	X	X	X	X	X
Crimsonaires			X	X	X	X	X	X
Marching Band – 1 Sem. Concert/IBMB	X		X		X		X	
Beginning Symphonic Band		X		X		X		X
Concert Band		X		X		X		X

Wind Ensemble (IBMB)				X		X		X
Jazz Ensemble I	X	X	X	X	X	X	X	X
Jazz Ensemble II (Adv)	X	X	X	X	X	X	X	X
Dance Choreography	X		X		X		X	
Crimson Concert 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
Camerata Chamber Orchestra			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
Beginning Guitar	X	X	X	X	X	X	X	X

## Chorus

### Beginning Chorus: Level I Crimson Chorus

1 Semester, 1 Credit

Grade 9

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 roles 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

1 Semester, .5 Credit

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. It is expected that students will remain in this choir for the entire school year unless approved by the director.

### **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. Student will be expected to learn and memorize music in various languages. The students in this choir will perform, rehearse, analyze and understand group 1 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**

1 Semester, 1 Credit

Prerequisite: Audition and Enrollment in Advanced Crimson Choir

Grades 10, 11, 12

The Crimsonaires are primarily a show/jazz choir which performs for community, church and civic organizations. Approximately 30 performances given throughout the school year. Students enrolled in this course will practice and perform before or after the normal school day in addition to schedule 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.

## **Orchestra**

### **Orchestra: Crimson Concert Orchestra**

1 Semester, 1 Credit

Prerequisite: By director approval

Grades 9

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 student 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 student 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/HS Advanced Orchestra:**

1 Semester, 1 Credit

#### **Crimson Symphonic String Orchestra**

Grades 10, 11, 12

Prerequisite: Auditions and Director Recommendation

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 freshman 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:**

1 Semester, 1 Credit

#### **Crimson Full Symphonic Orchestra**

Grades 9, 10, 11, 12

Prerequisite: Auditions and Director Recommendation

The Crimson Full Symphonic Orchestra will study and perform from the vast repertoire of standard and contemporary orchestral literature which utilizes 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**

1 Semester, 1 Credit

Prerequisite: Audition and/or Director Recommendation and enrollment in Symphonic Orchestra

Grades 9, 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.

## **Jazz String Ensemble**

1 Semester, .5 Credit

Prerequisite: Permission from instructor. Students must be enrolled in band, orchestra or choir.

Grades 10, 11, 12

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 hours. 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 possibly community performances.

# **Band**

## **(IB Band)**

### **Marching/Concert Band: (1<sup>st</sup> Semester)**

1 Semester, 1 Credit

Prerequisite: Director Recommendation

Grades 9, 10, 11, 12

Everyone in the Band program will be in the same class 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. After the marching season ends the band will split into CS, S and WE for the rest of the semester and 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 Concert Band, Symphonic Band, Wind Ensemble, and Jazz Bands.

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.

### **Concert Band I: (2<sup>nd</sup> Semester)**

1 Semester, 1 Credit

Prerequisite: Audition and Director Recommendation, Band Semester 1

Grades 9, 10, 11, 12

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.

### **Concert Band II: (2<sup>nd</sup> Semester)**

1 Semester, 1 Credit

#### **Symphonic Band**

Grades 9, 10, 11, 12

Prerequisite: Audition, Director Recommendation and 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 I 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 groups will perform 2-4 times in the semester.

## **(IB Band)**

### **Concert Band III: (2<sup>nd</sup> Semester)**

1 Semester, 1 Credit

#### **Wind Ensemble**

Grades 9, 10, 11, 12

Prerequisite: Audition, Director Recommendation, and Band Semester 1)

This group will serve as the top concert band at GHS. This groups 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**

1 Semester, 1 Credit

### **Crimson Jazz**

Grades 9, 10, 11, 12

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 related 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 1<sup>st</sup> year players and is open to most instruments. This ensemble will perform in 8-10 concerts at GHS, contests and festivals.

## **Jazz Ensemble II**

1 Semester, 1 Credit

### **Advanced Crimson Jazz**

Grades 9, 10, 11, 12

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 related to today's 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 SL and HL**

1 Semester, 1 Credit

### **Level I**

Grades 10, 11, 12

Co-requisite: 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 organization 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:**

1 Semester, 1 Credit

#### **Level II**

Grades 10, 11, 12

Co-requisite: 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 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 IB Music Listening Paper (exam).

## **Applied Music:**

1 Semester, 1 Credit

### **Beginning Guitar**

Grades 9, 10, 11, 12

Acoustic guitars are used and are available for rental.

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.

# Dance

## Dance Choreography

1 Semester, 1 Credit

## Crimson Guard/Auxiliary Corps

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

Course	9th Grade		10 <sup>th</sup> Grade		11 <sup>th</sup> Grade		12 <sup>th</sup> Grade	
	1 <sup>st</sup> Sem	2 <sup>nd</sup> Sem	1 <sup>st</sup> Sem	2 <sup>nd</sup> Sem	1 <sup>st</sup> Sem	2 <sup>nd</sup> Sem	1 <sup>st</sup> Sem	2 <sup>nd</sup> 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

### Physical Education I (L)

1 Semester, 1 Credit

1<sup>st</sup> Semester only

Grades 9, 10, 11, 12

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.

### Physical Education II (L)

1 Semester, 1 Credit

2<sup>nd</sup> Semester Only

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.

**\*Students may complete their required PE credits by completing two season on a GHS athletic team.**

### Elective Physical Education/Physical Development I

1 Semester, 1 Credit

Prerequisite: The successful completion of Grades 9, 10, 11, 12 Physical Education I & II, with a C or better semester grade and the successful completion of all prior elective classes in the department with a C or better semester grade. First semester 9<sup>th</sup> grade students must have participated in a sport their 8<sup>th</sup> grade year.

### Elective Physical Education/Physical Education Development II

1 Semester, 1 Credit

Prerequisite: the successful completion of Grades 10, 11, 12 Physical education I & II, with a C or better semester grade and the successful completion of all prior elective classes in the department with a C 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

Prerequisite: The successful completion of Grades 11, 12 Physical Education I & II, with a C or better semester grade and the successful completion of all prior elective classes in the department with a C or better semester grade.

This will be a continuation of skill and techniques earned 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

### Elective Physical Education/Fit & Feeling Good I

1 Semester, 1 Credit

Prerequisite: The successful completion of Grades 9, 10, 11, 12 Physical Education I & II, with a C or better semester grade and the successful completion of all prior elective classes in the department with a C or better semester grade. First semester 9<sup>th</sup> grade students must have participated in a sport their 8<sup>th</sup> 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. Students will periodically assess heart rate, body mass index, height, weight, calorie need, and calorie expenditure.

### Elective Physical Education/Fit & Feeling Good II

1 Semester, 1 Credit

Prerequisite: The successful completion of Grades 10, 11, 12 Physical Education I & II, with a C or better semester grade and the successful completion of all prior elective classes in the department with a C 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**

1 Semester, 1 Credit

Prerequisite: The successful completion of Grades 10, 11, 12 Physical Education I & II, with a C or better semester grade and the successful completion of all prior elective classes in the department with a C 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**

1 Semester, 1 Credit

Prerequisite: The successful completion of Grades 10, 11, 12 Physical Education I & II, with a C or better semester grade and the successful completion of all prior elective classes in the department with a C 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 for students 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.

**ALL ELECTIVE CLASSES:**

**Prerequisite: The successful completion of Physical Education I and II with a C or better grade and the successful completion of all prior elective classes with a C or better semester grade. If a student does not meet class requirement they are required to sit out for one semester before they can submit an application to take another elective class.**

**\*Students may only take 4 semesters of FIT And Feel Good at GHS.**

## Science

Course	9 <sup>th</sup> Grade 1 <sup>st</sup> Sem. 2 <sup>nd</sup> Sem.		10 <sup>th</sup> Grade 1 <sup>st</sup> Sem. 2 <sup>nd</sup> Sem.		11 <sup>th</sup> Grade 1 <sup>st</sup> Sem. 2 <sup>nd</sup> Sem.		12 <sup>th</sup> Grade 1 <sup>st</sup> Sem. 2 <sup>nd</sup> Sem.	
Integrated Chemistry Physics (ICP)			X	X	X	X	X	X
Biology I	X	X	X	X	X	X		
Biology I (HONORS)	X	X	X	X	X	X	X	X
IB Biology, HL					X	X	X	X
IB Biology, SL					X	X	X	X
Anatomy and Physiology					X	X	X	X
Biology II: Biotechniques					X	X	X	X

Biology II: Genetics and Ethics					X	X	X	X
Adv. Science Special Topics: Marine Biology	With Permission	With Permission	With Permission	With Permission	X	X	X	X
Chemistry I	X	X	X	X	X	X	X	X
Chemistry I – Honors	X	X	X	X	X	X	X	X
IB Chemistry (SL)	X	X	X	X	X	X	X	X
Physics I Honors					X	X	X	X
Physics I			X	X	X	X	X	X
IB Physics (SL)					X	X	X	X
IB Sports, Exercise, and Health Science SL (SI)					X	X	X	X
Environmental Science Advanced					X	X	X	X

### **Integrated Chemistry Physics (ICP)**

2 Semesters, 2 Credits

Pre-requisite: Algebra I (may be taken concurrently with this course)

Grades 10, 11, 12

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

\*Only offered with teacher approval

### **Anatomy and 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 other related activities.

\*A Core 40, Academic Honors course

### **Biology II: Biotechniques**

2 Semesters, 2 Credits

Prerequisite: Biology I and Chemistry I with grade of C or better; students may enroll in this course

Grades 11, 12

Concurrently with Chemistry I.

\*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 conversation and ecology. This is also a good course for students who do not have science in their future plans, but enjoy learning new techniques through a "hands-on" approach.

### **Biology II: Genetics and Ethics**

2 Semesters, 2 Credits

Prerequisite: 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.

### **Adv. Science Special Topics: Marine Biology**

Prerequisite: 2 years of Core 40 Science-Biology & Chemistry

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

Marine biology offers a “hand-on” learning situation of the ocean environment. Students are transported to the Florida Keys for a ten-day, in-depth study of marine 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

1 Semester, 1 Credit

Grades 9, 10 with permission

Grades 11, 12

### **Chemistry I**

Prerequisite: Algebra I

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 numbers and logarithms is required.

\*A Core 40, Academic Honors course

2 Semesters, 2 Credits

Grades 9, 10, 11, 12

### **Chemistry I – HONORS**

Prerequisite: Geometry

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 used 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.

2 Semesters, 2 Credits

Grades 10, 11, 12

### **IB Chemistry (SL)**

Prerequisite: Chemistry I (honors preferred)

Chemistry Standard Level, International Baccalaureate is designed to introduce students to 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.

2 Semester, 3 Credits

Grades 11, 12

## 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.

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

## IB Physics (SL)

2 Semesters, 2 Credits

Prerequisite: Physics I

Grades 11, 12

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)

2 Semesters, 2 Credits

Prerequisite: Biology I, Chemistry I Honors highly recommended

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

2 Semesters, 2 Credits

Prerequisite: Two years of Core 40 Science-Biology and Chemistry with a Grade c or better

Grades 11, 12

The main focus of this course is 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 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

# Social Studies Scope & Sequence

Course	9 <sup>th</sup> Grade		10 <sup>th</sup> Grade		11 <sup>th</sup> Grade		12 <sup>th</sup> Grade	
	1 <sup>st</sup> Sem.	2 <sup>nd</sup> Sem.	1 <sup>st</sup> Sem.	2 <sup>nd</sup> Sem.	1 <sup>st</sup> Sem.	2 <sup>nd</sup> Sem.	1 <sup>st</sup> Sem.	2 <sup>nd</sup> Sem.
World History			X	X				
World History Honors			X	X				
United States History					X	X		
American Studies					X	X		
American Experience					X	X		
IB History HL					X	X	X	X
IB History SL					X	X	X	X
US Government					X	X	X	X
US Government Honors	X	X						
Economics			X	X	X	X	X	X
Sociology					X	X	X	X
Psychology			X	X	X	X	X	X
IB Psychology SL					X	X	X	X
Indiana History					X	X	X	X
Ethnic Studies					X	X	X	X

## World History

2 Semesters, 2 Credits  
Grade 10

This course is a 1 year graduation required class. World History emphasizes events and developments in the past that greatly affected the world's population. This course investigates the social and cultural evolution of the human race. By focusing on the different types of governmental, economic, and religious systems that have existed throughout history students will have a deeper knowledge of their place on this Earth. Students will be expected to practice critical thinking skills, and engage in inquiry based methods of learning.

## World History Honors

2 Semesters, 2 Credits  
Grade 10

This course is a 1 year graduation required class that focuses on major themes throughout the history of the world. Students explore human systems, concepts, significant events, and key changes from ancient civilizations up to and including today's societies. Particular attention is given to how these developments impacted, and continue to impact, the world in which students live today. Students will be asked to practice critical thinking skills and engage in inquiry based methods of learning; students should anticipate researching, reading about, analyzing, writing on, and discussing material frequently. A key aspect of the course is that students will be asked to form opinions and make arguments to support their viewpoints on the various topics which are studied.

## United States History

2 Semesters, 2 Credits  
Grade 11

This course is a 1 year graduation required class. The course reviews the history of our country up to and including the late 19<sup>th</sup> century, and then spends the rest of the year covering the 20<sup>th</sup> century. Using a variety of class settings, students gain a story of our nation's past and relate it to the present and future.

## American Studies

(Prerequisite: teacher recommendation)

2 Semesters, 2 Credits  
Grade 11

This course is a 1 year course for 11<sup>th</sup> graders that combines US History and English. The class meets every day and students receive credits in both English and Social Studies. Students explore the link between the historical developments of the US and the writings produced by American writers.

Language arts skills – reading, writing, speaking, and listening – are stressed in the English segment and connected to history and geography. The semesters cannot be taken out of order.

### **American Experience**

(Prerequisite: Recommendation of English teacher)

2 Semesters, 2 Credits

Grade 11

This is a 1 year course for 11<sup>th</sup> graders that combines US History and American Literature. The class meets every day and students receive credits in both English and Social Studies. The course 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 the late 19<sup>th</sup> and 20<sup>th</sup> century America.

### **IB History HL**

4 semesters, 4 credits

Grades 11 and 12

This two-year history course (which fulfills the US History and World History requirements for graduation) is an in-depth examination of 20<sup>th</sup> century history with an emphasis on the history of the United States. One half of the course focuses on the History of the Americas, with special focus on the Great Depression & New Deal, post-war domestic political developments, and the civil rights movement. The other half of the course looks at two 20<sup>th</sup> century topics in depth. The first is the causes and effects of wars and the other is the Cold War. Students will complete a Historical Investigation at the end of their junior year and sit for the IB examinations 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 History SL**

2 semesters, 2 credits

Grades 11 or 12

This one-year history course (which fulfills the US History requirement for graduation) is an in-depth examination of the history of the United States. Extra emphasis will be placed on the 20<sup>th</sup> century, particularly the World Wars, the Cold War, and the Civil Rights movement. Students will complete a Historical Investigation during the course and sit for the IB exam in May.

### **US Government**

1 Semester, 1 Credit

Grades 11 or 12

This course is a 1 semester graduation required class. The course studies the 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.

### **US Government Honors**

1 Semester, 1 credit

Grade 9

This course is a 1 semester graduation required class offered for freshman. The course studies the 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 participate in a mock trial, a mock legislation, participate in debates, and acquire skills to analyze primary documents, political cartoons, and assess policy decisions.

### **Economics** (May be taken for college credit if the student qualifies)

1 Semester, 1 Credit

Grades 10, 11, or 12

This course is a 1 semester graduation required class. 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, experimental economics, and local entrepreneur study. The course finishes with a study of entrepreneurship.

### **Sociology**

1 Semester, 1 Credit

Grades 11 or 12

This course is a 1 semester social studies elective. Sociology is the study and discussion of the role of human relationships in today's society. This study will allow students to view the various elements and institutions which go into making up a society and explore the problems that can arise within a social structure.

## Psychology

1 Semester, 1 Credit

Grades 10, 11, or 12

This course is a 1 semester social studies elective. Psychology is the scientific study of the mind and behavior. Units include the study of the brain, cognition, development, personality, social influences, and abnormal behavior. This course is highly recommended for those planning to take IB Psychology.

## IB Psychology SL

2 Semesters, 2 Credits

Grades 11 or 12

This course is a 1 year social studies elective. Psychology is the scientific study of the mind and behavior. Using a biological, cognitive, and sociocultural approach, students think critically about concepts, research, and ethics. The internal assessment project is the replication of an existing psychology experiment and there are external examinations taken in May. The general 1 semester psychology class is recommended, but not required.

## Indiana History

1 Semester, 1 Credit

Grades 11 or 12

(Prerequisite: must have passed both semesters of World History with a C or better)

This course is a 1 semester social studies elective. Topics of study include the geography, government, economics, and history of the state of Indiana.

This course is only offered 1<sup>st</sup> semester.

## Ethnic Studies

1 Semester, 1 Credit

Grades 11 or 12

This course is a 1 semester social studies elective that is only offered in Apex. This class provides opportunities to broaden students' perspectives concerning lifestyles and cultural patterns of ethnic groups in the United States.

# World Language

Course	9 <sup>th</sup> Grade		10 <sup>th</sup> Grade		11 <sup>th</sup> Grade		12 <sup>th</sup> Grade	
	1 <sup>st</sup> Sem.	2 <sup>nd</sup> Sem.	1 <sup>st</sup> Sem.	2 <sup>nd</sup> Sem.	1 <sup>st</sup> Sem.	2 <sup>nd</sup> Sem.	1 <sup>st</sup> Sem.	2 <sup>nd</sup> Sem.
French, German, Spanish 1	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
French Immersion			X	X	X	X	X	X
German Immersion			X	X	X	X	X	X
Spanish Immersion			X	X	X	X	X	X

## French, German, Spanish I

2 Semesters, 2 Credits

Core 40 and AHD Course

Grades 9, 10, 11, 12

Level I world language courses provide instruction

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

2 Semesters, 2 Credits

Prerequisite: Level I or Placement by Exam

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 expressing preferences pertaining to everyday life; (5) understand main ideas and facts from simple texts over familiar topics; (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) familiar 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

2 Semesters, 2 Credits

Core 40 and AHD Course

Grades 10, 11, 12

Prerequisite: Levels I and II, Level II HS or Placement Exam

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

2 Semesters, 2 Credits

Core 40 and AHD Course

Grades 11, 12

Prerequisite: Levels I, II and III or Level II HS, Placement Exam

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 judgements; (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 judgements 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.

## **French, German, Spanish V, IB French, German, Spanish – SL**

2 Semesters, 2 Credits

Core 40 and AHD Course

Grade 12

Prerequisites: Levels I, II, III and IV or Placement Exam

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 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 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 French 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

2 Semesters, 2 Credits

Core 40 and AHD course, Recommendation of Instructor

Grades 9, 10, 11, 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

2 Semesters, 2 Credits

Core 40 and AHD course

Grades 9, 10, 11, 12

Successful completion of Spanish I HS

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 course curriculum is dependent upon the population of students enrolled in this course.

## Mild Disabilities

Course	9 <sup>th</sup> Grade		10 <sup>th</sup> Grade		11 <sup>th</sup> Grade		12 <sup>th</sup> Grade	
	1 <sup>st</sup> Sem	2 <sup>nd</sup> Sem	1 <sup>st</sup> Sem	2 <sup>nd</sup> Sem	1 <sup>st</sup> Sem	2 <sup>nd</sup> Sem	1 <sup>st</sup> Sem	2 <sup>nd</sup> Sem
English I, II, III, IV MD	X	X	X	X	X	X	X	X
English 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
Science I MD	X	X	X	X	X	X	X	X
Basic Skills SE MD								
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, IV MD		X	X	X	X	X	X	X
Transitions								
Independent Living								

## **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 modifying 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

Pre-requisite: Permission of Department, Administration and Guidance Counselor

Grades 9, 10

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 I, II, III, IV**

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.

## **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

(Offered in Social Studies Rotation)

Grades 10, 11, 12

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 19<sup>th</sup> century and then spend the remainder of the year covering the 20<sup>th</sup> century.

## **World History MD**

2 Semesters, 2 Credits

(Offered in Social Studies Rotation)

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 context 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's sexuality, nutrition, dealing with emotions, interpreting situations and problem solving social cues.

### **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 – State**

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 count as an elective for all diplomas.

### **Basic Skills Development Focus – State**

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 count as an elective for all diplomas.

### **Work Study I, II, III, IV MD**

1 or 2 Semesters

Prerequisite: Basic Skills Development, Currently Employed 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. 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.

## GHS Apex Lab

The Apex Lab at Goshen High school is an alternative classroom setting designed to allow students to complete courses at an individualized pace. Students work on an online, mastery-based system and complete a study guide to earn a credit. We serve students who need credit recovery, want to graduate early, and/or prefer this style of learning over a traditional classroom setting. Students should only be in the Apex lab for one or two class periods. If more class periods are needed, students should attend Merit Learning Center. In general, the Apex lab is best suited for students who are self-motivated and able to work independently.

### ° Curriculum

- Much of the curriculum is computer-based.
- Classes have online and offline components that must be completed before a credit can be earned.
- APEX provides the majority of the online curriculum for the courses offered. 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

- Courses offered allow students to earn either a Regular or Core 40 Diploma(s).
- There are 31 courses available to students. Course subjects include Math, English, Social Studies, Science, and Electives.
- Students generally work on one course at a time.
- When a course is complete, students can be assigned the next logical course.
- Courses are assigned by the counselor.

### ° Credits and Graduation

- Students earn a credit when the course is completely finished. A grade is not earned for partial credit.
- All credits earned in the Apex Lab are added to students' official transcripts at Goshen High School.
- If a student earns an A in a course in the Apex lab--that course should appear as an A on the student's transcript.
- Since the grade is given directly to the registrar, an official grade does not appear on the students' report cards for the Apex Lab (Independent Online Studies).