



Goshen High School

Bulletin of Courses

2022-2023

GOSHEN HIGH SCHOOL GRADUATION PATHWAYS
(for the class of 2023 and beyond)

Graduation Pathway Requirement	Graduation Pathway Options
1 High School Diploma	General Diploma (Opt Out Required) Core 40 Diploma Academic Honors Diploma Technical Honors Diploma
2 Learn and Demonstrate Employability Skills	<p>Project-Based Learning Experience* -</p> <ul style="list-style-type: none"> ● Students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question ● Students make their work public by displaying, explaining, and/or presenting to people beyond the classroom <p><i>*Experiences will be designated PBL by GHS Staff</i></p> <p>Service-Based Learning Experience -</p> <ul style="list-style-type: none"> ● Participation in meaningful volunteer or civic engagement experiences ● Engagement in co-curricular or extracurricular activity or sport <p>Work-Based Learning Experience</p> <ul style="list-style-type: none"> ● Internship experience ● Obtaining the Governor’s Work Ethic Certification ● Employment outside of the school day
3 Postsecondary-Ready Competencies	<p>Honors Diploma (AHD or THD)</p> <p>ACT College Ready Benchmarks -</p> <ul style="list-style-type: none"> ● 18 - English ● 22 - Reading ● 22 - Math ● 23 - Science <p>SAT College Ready Benchmarks -</p> <ul style="list-style-type: none"> ● 480 - Evidence Based Reading ● 530 - Math <p>ASVAB (minimum AFQT of 31)</p> <p>State and Industry Recognized Credential or Certification</p> <p>State, Federal, or Industry Recognized Apprenticeship or Co-Op</p> <p>Career Technical Education Concentrator (6 CTE credits in a career sequence with a C average)</p> <p>AP/IB/Dual Credit (3 courses with a C average)</p>

VÍAS DE GRADUACIÓN DE GOSHEN HIGH SCHOOL

Requisitos de graduación de las vías	Opciones para graduarse
<p>1</p> <p>High School Diploma</p> <p>Diplomas de preparatoria</p>	<ul style="list-style-type: none"> <input type="checkbox"/> General Diploma (Opt Out Required) <i>Diploma general (Junta requerida con los padres de familia para confirmar la graduación del estudiante con este diploma)</i> <input type="checkbox"/> Core 40 Diploma = <i>Diploma Core 40</i> <input type="checkbox"/> Academic Honors Diploma = <i>Diploma Académico de Honores</i> <input type="checkbox"/> Technical Honors Diploma = <i>Diploma Técnico de Honores</i>
<p>2</p> <p>Learn and Demonstrate Employability Skills</p> <p>Aprender y demostrar la capacidad de empleabilidad</p> <p><small>(Son los conocimientos y competencias que aumentan la capacidad del estudiante para conseguir y conservar un empleo.)</small></p>	<ul style="list-style-type: none"> <input type="checkbox"/> Project-Based Learning Experience* / <i>Experiencia de aprendizaje basada en proyectos*</i> <ul style="list-style-type: none"> • Students gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question / <i>Los estudiantes adquieren conocimiento y habilidades al trabajar durante un periodo prolongado para responder a preguntas complejas, genuinas e interesantes.</i> • Students make their work public by displaying, explaining, and/or presenting to people beyond the classroom / <i>Los estudiantes dan una presentación de su trabajo final al público.</i> <p><small>*Experiences will be designated PBL by GHS Staff. / <i>El personal de GHS designará las experiencias de aprendizaje basadas en proyectos.</i></small></p> <input type="checkbox"/> Service-Based Learning Experience / <i>Experiencia de aprendizaje basada en el servicio</i> <ul style="list-style-type: none"> • Participation in meaningful volunteer or civic engagement experiences <i>Los estudiantes participan de manera significativa como voluntarios y ciudadanos.</i> • Engagement in co-curricular or extracurricular activity or sport <i>Los estudiantes participan en actividades cocurriculares, extracurriculares o deportivas.</i> <input type="checkbox"/> Work-Based Learning Experience / <i>Experiencia basada en el trabajo</i> <ul style="list-style-type: none"> • Internship experience / <i>Experiencia en el área laboral</i> • Obtaining the Governor's Work Ethic Certification / <i>Certificación de ética laboral del gobernador</i> • Employment outside of the school day / <i>Empleo fuera del horario escolar</i>
<p>3</p> <p>Postsecondary -Ready Competencies</p> <p>Logros académicos válidos más allá de la educación preparatoria</p>	<ul style="list-style-type: none"> <input type="checkbox"/> Honors Diploma (AHD or THD) <i>Diploma de honores (académico o técnico)</i> <input type="checkbox"/> ACT College Ready Benchmarks <i>Puntos de referencia del examen ACT de preparación para la universidad</i> <ul style="list-style-type: none"> • 18 – English = 18 créditos de literatura inglesa • 22 – Reading – 22 créditos de lectura • 22 – Math – 22 créditos de matemáticas • 23 – Science = 23 créditos de ciencias naturales <input type="checkbox"/> SAT College Ready Benchmarks <i>Puntos de referencia de preparación para la universidad del examen SAT</i> <ul style="list-style-type: none"> • 480 - Evidence Based Reading / <i>Lectura basada en la experiencia</i> • 530 – Math / <i>Matemáticas</i> <input type="checkbox"/> ASVAB (minimum AFQT of 31) <i>Examen ASVAB (Resultado mínimo de 31)</i> <input type="checkbox"/> State and Industry Recognized Credential or Certification <i>Certificación o credencial concedida por la industria y por el estado</i> <input type="checkbox"/> State, Federal, or Industry Recognized Apprenticeship or Co-Op <i>Cooperativa o formación concedida por la industria o por el gobierno estatal o federal</i> <input type="checkbox"/> Career Technical Education Concentrator (6 CTE credits in a career sequence with a C avg) <i>Concentración en la educación de una carrera técnica (6 créditos y promedio de C)</i> <input type="checkbox"/> AP/IB/Dual Credit (3 courses with a C average) <i>Crédito de Colocación Avanzada (AP) / Bachillerato Internacional (IB) / Crédito doble en preparatoria y universidad (Dual Credit) – 3 clases con promedio mínimo de C</i>

Diploma Requirements:

<https://www.in.gov/doi/students/graduation-pathways/diploma-requirements/>

Goshen High School NLPS Pathways Document (work in progress):

<https://docs.google.com/spreadsheets/d/11ui0cLkUrz3aiFOyfNw28Ns3s7akpR6TLfzfbj75FUU/edit?usp=sharing>

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 (classes of 2019-2022)

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.

GRADUATION REQUIREMENTS (classes of 2023 and beyond)

The state of Indiana has adopted Graduation Pathways beginning with students who enter high school in 2019-2020. With the passage of Graduation Pathways, students are now able to individualize their graduation requirements to align to their postsecondary goal. Students can create pathways that serve their educational interests and prepare them for postsecondary educational and career opportunities. The Pathways will consist of three "boxes" that a student must fulfill; earn a diploma, learn and demonstrate employability skills and demonstrate post-secondary ready competencies. More information on specific options can be found at <https://www.doe.in.gov/graduation-pathways>.

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

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. Once the school/semester begins, changes will only be made during the first 10 school days of a semester with teacher permission; After the 10 day window, all changes must be approved by an administrator.

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

- Failure to meet course prerequisites.
- Failure to meet graduation requirements.
- Course changes due to completion of summer school.
- Inappropriate placement.

STUDENT AIDE POLICY

Being an aide is a privilege and is reserved for students in their senior year of high school (some juniors by approval only). Students must have a GPA of 2.5 or higher and have no more than 5 absences in order to be considered for an aide position. Applications are available in the Counseling Office.

DUAL CREDIT COURSES

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

DUAL CREDIT - Student receives both high school and college credit.

<u>Vincennes Course Title</u>	<u>GHS Course Title/College Credits</u>
HIMT 110 Medical Terminology	Advanced Health- 3 credits
MGMT 280 Intro to Marketing	Strategic Marketing- 3 credits
ACCT100 Basic College Accounting	Accounting I- 3 credits
BIOL 111 Anatomy and Physiology I	Anatomy and Physiology- 3 credits
<u>Ivy Tech Community College</u>	<u>GHS Course Title/College Credits</u>
ECON101 Econ Fundamentals	Economics- 3 credits
MATH201 Brief Calculus	Calculus- 3 credits
HIST102 Survey of American Hist II	IB History HL (year 2)- 3 credits
EDUC120 Child Growth and Development	Education Professions 1- 3 credits
DESN101 Intro to Design Technology	Introduction to Engineering Design (PLTW)- 3 credits
DESN105 Architectural Design I	Civil Engineering and Architecture (PLTW)- 3 credits

ADVANCED COLLEGE PLACEMENT - Students 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/ College Credits</u>
W131 Elementary Composition I	ACP Writing Analytically- 3 credits
L202 Literary Interpretation	ACP Writing Themes About Lit- 3 credits
H105	ACP US History A- 3 credits
H106	ACP US History B- 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.

AP Art

AP Calculus AB

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 Quantitative Reasoning Courses:

Business: Accounting, Business Math, Computer Science, Personal Finance

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, ICP

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

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
2nd 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: 2nd 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

Prerequisite: Drawing I with C Grade or better

1 Semester, 1 Credit
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

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

1 Semester, 1 Credit
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 9, 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 (Watercolor)

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 (Acrylic)

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.

IB Standard Level Art

2 Semesters, 2 Credits

Prerequisite: Approval of Instructor

Grades 11, 12

IB Diploma Certification

The IB Visual Arts Standard Level course encourages students to challenge their own creative and cultural expectations and boundaries. It is a thought-provoking course in which students develop analytical skills in problem-solving and divergent thinking, while working towards technical proficiency and confidence as art-makers. In addition to exploring and comparing visual arts from different perspectives and in different contexts, students are expected to engage in, experiment with and critically reflect upon a wide range of contemporary practices and media. The course is designed for students who want to go on to further study of visual arts in higher education as well as for those who are seeking lifelong enrichment through visual arts.

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.

Business

Principles of Business Management

2 Semesters, 2 Credits

Grades 9, 10, 11, 12

Principles of Business Management examines business ownership, organization principles and problems, management, control facilities, administration, financial management, and development practices of business enterprises. This course will also emphasize the identification and practice of the appropriate use of technology to communicate and solve business problems and aid in decision making. Attention will be given to developing business communication, problem-solving, and decision-making skills using spreadsheets, word processing, data management, and presentation software.

Audio & Video Production Essentials

2 Semesters, 2 Credits

Grades 9, 10, 11, 12

Audio and Video Production Essentials is a course designed to provide a foundational knowledge of identifying and using modern communication to exchange messages and information. This course explores the application of the tools, materials, and techniques used to design, produce, use, and assess systems of communication. Students will produce graphic and electronic media as they apply communication technologies. This course will also explore the various technical processes used to link ideas and people through the use of electronic and graphic media. Major goals of this course include an overview of communication technology; the way it has evolved, how messages are designed and produced, and how people may profit from creating information services and products. Students will explore mass media communication processes including radio and television broadcasting, publishing and printing activities, telecommunication networks, recording services, computer and data processing networks, and other related systems.

Audio & Video Production Essentials (GTV I):

2 Semesters, 2 Credits

Grades 10, 11, 12

Audio and Video Production Essentials provides an in-depth study on audio and video production techniques for radio, television, and digital technologies. Students will learn skills necessary for audio production and on-air work used in radio and other digital formats. Additionally, experience will be gained in the development of the video production process; including skills in message development, directing, camera, video switcher, and character generator operations. *This is year one of GTV.*

Mass Media Production (GTV II):

2 Semesters, 2 Credits

Grades 11, 12

Mass Media Production will focus on the study of theory and practice in the voice and visual aspects of radio and television performance. In addition, this course introduces the skills used to acquire and deliver news stories in a digital media format. Students will learn how to research issues and events, interview news sources, interact with law enforcement and government officials, along with learning to write in a comprehensive news style. *This is year 2 of GTV.*

Preparing for College and Careers 5394 (PCC)

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.

Accounting Fundamentals

2 Semesters, 2 Credits
Grades 10, 11, 12

Accounting Fundamentals 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. This course qualifies as a quantitative reasoning course. This course can also be taken for dual credit through Vincennes University.

Advanced Accounting

2 Semesters, 2 Credits
Grades 11, 12

Prerequisite: Intro to Accounting or Accounting Fundamentals

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. This course qualifies as a quantitative reasoning course.

Marketing Fundamentals

2 Semesters, 2 Credits
Grades 10, 11, 12

Marketing Fundamentals provides a basic introduction to the scope and importance of marketing in the global economy. Course topics include the seven functions of marketing: promotion, channel management, pricing, product/service management, market planning, marketing information management, and professional selling skills. Emphasis is marketing content but will involve use of oral and written communications, mathematical applications, problem-solving, and critical thinking skills through the development of an integrated marketing plan and other projects.

Strategic Marketing

2 Semesters, 2 Credits
Grades 11-12

Prerequisite: Principles of Marketing or Marketing Fundamentals

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. This course can be taken for dual credit through Vincennes University.

Personal Financial Responsibility

1 Semester, 1 Credit
Grades 10, 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

Principles of Computing

2 semesters, 2 credits
Grades 9-12

Formerly, Computer Science I, Principles of Computing is an introductory course that empowers students to engage with Computer Science. Topics will include Problem solving, web development, Animation and Games, The design process, Data and Society, Physical Computing, and fun!

Topics in Computer Science

2 semesters, 2 credits
Grades 10-12

Prerequisite – Computer Science I or Principles of Computing

The primary focus will be the topic of the introduction to programming. The course also will introduce students to the foundational concepts of computer science. Topics will include The Internet, Digital information, Intro to programming, Big Data and Privacy, Building Apps.

Computer Science

2 semesters, 2 credits
Grades 11-12

Prerequisite – Topics in Computer Science

Computer Science introduces the fundamental concepts of procedural programming. Topics include data types, control structures, functions, arrays, files, and the mechanics of running, testing, and debugging. The course also offers an introduction to the historical and social context of computing and an overview of computer science as a discipline.

Information Technology Fundamentals

Prerequisite – Computer Science I or Principles of Computing

2 semesters, 2 credits

Grades 10-12

Students will utilize the online course assessments in testout.com to work towards a technical certification; PC Pro or CompTIA A+. Students will also utilize the CPR room to gain hands-on experience in the IT field of study.

Networking Fundamentals

Prerequisite – Information Technology Fundamentals/Support

2 semesters, 2 credits

Grades 10-12

Students will utilize the online course assessments in testout.com to work towards a technical certification. Student will also utilize the CPR room to gain hands on experience in the IT field of study. The topics are exclusive choosing from the list from testout.com.

WBL – Work Based Learning

Internship/Apprenticeship

1 Semester, 2 Credits (6 credits max)

Grades 11, 12

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.

*Application required- available in the Counseling Office.

Engineering Technology

Principles of Engineering:

Prerequisite-IED

2 Semester Course,

2 Semesters required

Grades 10, 11, 12

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

Introduction to Engineering Design 4812 PLTW (IED)

Prerequisite: Principles of Engineering

2 semesters, 2 credits

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.

Civil Engineering and Architecture 4820 PLTW (CEA)

Prerequisite: Introduction to Engineering Design and Principles of Engineering

2 Semester Course,
2 Semesters required
Grades 10, 11, 12

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.

Principles of Construction

2 Semesters, 2 Credits
All Grades

Principles of Construction Trades prepares students with the basic skills needed to continue in a construction trade field. Topics will include an introduction to the types and uses for common hand and power tools, learn the types and basic terminology associated with construction drawings, and basic safety. Additionally students will study the roles of individuals and companies within the construction industry and reinforce mathematical and communication skills necessary to be successful in the construction field.

Construction Trades: General Carpentry

Prerequisite-Principles of Construction Trades

2 Semesters, 2 Credits
Grades 10, 11, 12

Construction Trades: General Carpentry builds upon the skills learned in the Principles of Construction Trades and examines the basics of framing. This includes studying the procedures for laying out and constructing floor systems, wall systems, ceiling joist and roof framing, and basic stair layout. Additionally, students will be introduced to building envelope systems.

Construction Trades: Trades I and II

Prerequisite: Construction Trades: General Carpentry

2 Semesters, 6 Credits
Grades 11, 12

The Vocational Building Trades program combines classroom instruction with on-site training in the area of the building trades industries. The class is offered in the morning and the afternoon for three periods and is only open to students in grades 11 and 12. Students are involved in the complete construction of a residential structure, with emphasis being placed on developing construction skills, terminology, safety, and teamwork. The class is held on the building site and good attendance is mandatory. This course will encompass Construction Trades: Framing and Finishing as well as the Construction Trades Capstone.

Principles of Engineering

Prerequisite: Intro to Engineering Design, Design Processes, teacher permission

2 Semesters, 2 Credits
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)

Prerequisite: Introduction to Engineering Design, Principles of Engineering Design,
And one pre-engineering specialty course

2 Semesters, 2 Credits
Grades 10, 11, 12

Engineering Design and Development (EDD) is an engineering research course in which students work as teams and/or individuals to research, design, test and construct a solution to an open-ended engineering problem. The product development life cycle and design process are used to guide the team to reach a solution to the problem. The team and/or individual communicates their solution to a panel of stakeholders at the conclusion of the course. EDD engages students in critical thinking, problem-solving, time management and teamwork skills.

Principles of Advanced Manufacturing

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

This is a course that includes classroom and laboratory experiences in Industrial Technology and Manufacturing Trends. Domains include safety and impact, manufacturing essentials, lean manufacturing, design principles, and careers in advanced manufacturing. Hands-on projects and team

activities will allow students to apply learning on the latest industry technologies. Work-based learning experiences and industry partnerships are highly encouraged for an authentic industry experience.

Advanced Manufacturing Technology

2 Semesters, 2 Credits

Prerequisite: Principles of Advanced Manufacturing

Grades 10, 11, 12

This course introduces manufacturing processes and practices used in manufacturing environments. The course also covers key electrical principles, including current, voltage, resistance, power, inductance, capacitance, and transformers, along with basic mechanical and fluid power principles. Topics include, types of production, production materials, machining and tooling, manufacturing planning, production control, and product distribution will be covered. Students will be expected to understand the product life cycle from conception through distribution. This course also focuses on technologies used in production processes. Basic power systems, energy transfer systems, machine operation and control will be explored. This course will use lecture, lab, online simulation and programming to prepare students for Certified Production Technician Testing through Manufacturing Skill Standards Council (MSSC).

Mechatronics Systems

2 Semesters, 2 Credits

Prerequisite: Advanced Manufacturing Technology

Grades 10, 11, 12

Mechatronics Systems covers the basic electrical and mechanical components and functions of a complex mechatronics system. Through a systems approach, students will learn about mechanical components which lead and support the energy through a mechanical system to increase efficiency and to reduce wear and tear. By understanding the complete system, students will learn and apply troubleshooting strategies to identify, localize and (where possible) to correct malfunctions. Preventive maintenance of mechanical elements and electrical drives as well as safety issues within the system will also be discussed.

English

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 9th 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 9 Honors

In this advanced freshman course, the emphasis is on all areas of English Language Arts skills: reading, writing, speaking, and listening. Literature, organized by genre, will provide the focal point for discussion, composition, grammar, and reading skills development. Students will stress development of their writing mostly through paragraphing and analytical writing. Students will practice writing with the use of MLA. Vocabulary will be addressed in the context of the stories and literature text. Literature will include poetry, *To Kill a Mockingbird*, *The Odyssey*, *Romeo and Juliet* and other selected poems and short stories. Students will learn and use Standard English (usage, punctuation, and grammar) so students' speaking and writing abilities will improve. The primary differences between advanced and basic levels will be secondary literature selections, extent of writing, analyzing, and grammar and vocabulary work.

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 persuasion will culminate with a persuasive letter. This unit will combine skills in summarizing informational texts, research, and citation of sources.

English 10 Focused

2 Semesters, 2 Credits

English 10 focused is a course that primarily practices reading comprehension strategies with the goal of moving students to read at grade-level. Students will use course texts including novels, short stories, poetry, and non-fiction to increase their thinking and writing skills.

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^{th-grade} 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)

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 junior 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 texts. Students write responses to literature, reflective compositions, 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)

(Prerequisite: Pass English 10 ISTEP)

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 1st 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 2nd Semester

(Prerequisite: English 11 College Prep or IB)

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. 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 1st Semester

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

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)

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 13 authors. 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
Offered Both Semesters

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

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.

Student Media: Yearbook 1 Credit per Semester
Offered Both Semesters

Yearbook is a year-long course that requires students to be self-motivated, have strong writing skills, have knowledge of photography or the dedication to learn about photography, and be able and willing to dedicate time outside of school to create a yearbook that captures the school year at GHS.

English 11 College Prep 2 Semesters, 2 Credits

(Prerequisite: Pass English 10 ISTEP)

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)

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 future y su bienestar. Siendo que el inglés es el fundamento para todos los demás cursos, es imperative que estudiantes de lengua minoritarios tengan una comprensión minuciosa del inglés y que sean capaces de usarlo efectivamente. En adición a esto, creemos que es necesario para todos los estudiantes aprender apreciación y comprensión de todas las culturas.

Ambito y Sequencia

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

EL I	EL II	EL III	English 9 EL IV
EL I Reading/Writing Lectura/Escritura Lab I	EL II Reading/Writing Lectura/Escritura Lab II	EL III Reding/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 – 1st Semester, EL II – 2nd 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 9th grade English in listening, speaking, reading and writing. The goal of the course is to raise students' reading and writing abilities through the use of literature, discussion, intensive grammar instruction, writing and editing exercises, written compositions and journal writing.

EL 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 10th grade English.

EL Reading/Writing LAB I & II

2 Semesters, 2 Credits

EL I – 1st Semesters, EL II – 2nd 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 – 1st Semester, EL II – 2nd Semester

Este curso es para el estudiante que entiende oraciones sencillas en inglés, especialmente cuando se le habla despacio, pero que no habla, 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 inglésm keer t ebtebderm t seguir instrucciones sencillas, El curso enfoca en la comprensión, vocabulario, y comunicación. La meta del curso es de mejorar las habilidades del esudiante 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 faclidad de un orador native, pero que todavía tiene difficultad 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 grammática, 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 & FACS

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: Medical Terminology

(Prerequisite: Health and Wellness with a grade of B or better)

1 Semester, 1 Credit

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. This course is also a dual credit course through Vincennes University. Students successfully completing the course will earn 3 college credits in Medical Terminology.

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.

Education Professions I & II:

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

This course provides exploratory teaching experiences in grades K-9 and is great for students that might be interested in teaching.

Principles of Human Services:

2 Semesters, 2 Credits
Grades 10, 11, 12

Principles of Human Services explores the history of human services, career opportunities, and the role of the human service worker. Focuses on target populations and community agencies designed to meet the needs of various populations. The course includes a required job shadowing project in a Human Services setting (a suggested four-hour minimum to meet Ivy Tech requirements). This course will also encourage cultural awareness and appreciation of diversity. Focuses on cultural variations in attitudes, values, language, gestures, and customs. Includes information about major racial and ethnic groups in the United States.

Human and Social Services I & II (PACT)

(Prerequisite: 2.5 GPS, recommendation from a teacher and permission of instructor)

2 or 4 Semesters
Grades 11, 12

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

*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.

Principles of Early Childhood Education

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

Principles of Early Childhood Education, formerly 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.

Early Childhood Education-Curriculum (Daycare I)

2 Semesters, 2 Credits

Grades 11, 12

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

*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.

Early Childhood Education- Guidance (Daycare II)

2 Semesters, 2 Credits

Grades 11, 12

ECE is a work-like experience caring for infants to 2 year old children. Students that pass Child Development or Principles of Early Childhood Education with a C or higher and get approval from the teacher can take this class. This is year 2 of daycare work; can be taken along with year one.

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

Algebra I

2 Semesters, 2 Credits

Grades 9, 10, 11, 12

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

Geometry,

Geometry Honors

(Prerequisite: Algebra I)

Honors recommendation by Math teacher

Geometry is offered to students who have completed Algebra I. Although it is strongly recommended as a preparatory course for college, it is also a valuable course for a student interested in being able to think logically, read with understanding, be resourceful, and learn to express thoughts clearly. Emphasis is given 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.

2 Semesters, 2 Credits

Grades 9, 10, 11, 12

Algebra II,

Algebra II Honors

2 Semesters, 2 Credits

Grade 9, 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 Applications and Interpretations SL

2 Semesters, 2 Credits

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

Grade 10, 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 Applications and Interpretations SL. Math Applications and Interpretations SL is a course for students with varied backgrounds and abilities and is for students who enjoy the more practical side of mathematics. 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.

2530 Finite Mathematics

2 Semesters, 2 Credits

Prerequisite: Algebra II

Grade 11 & 12

(FINITE)

Finite Mathematics is a collection of mathematical topics, frequently used in business or public policy contexts. It is a course designed for students who will undertake higher-level mathematics in college that may not include calculus. Finite Math is made up of five strands: Sets; Matrices; Networks; Optimization; and Probability. The skills listed in these strands indicate what students should know and be able to do in Finite Math.

- Recommended Grade: 11, 12
- Required Prerequisites: None
- Recommended Prerequisites: Algebra II or Integrated Mathematics III or Analytical Algebra II ● Credits: 1 or 2 semester course, 1 credit per semester
- Fulfills a Mathematics course requirement for all diplomas

Music

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

Grades 10, 11, 12

Prerequisite: Audition and Director Recommendation

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

Grades 10, 11, 12

Prerequisite: Audition and Director Recommendation

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

Grades 10, 11, 12

Prerequisite: Audition and Enrollment in Advanced Crimson Choir

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.
unless approved by the director.

It is expected that students will remain in this choir for the entire school year

Orchestra

Orchestra: Crimson Concert Orchestra

Prerequisite: By director approval

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

1 Semester, 1 Credit

Grades 9

Intermediate Orchestra: Philharmonic Orchestra

Prerequisite: By director approval

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

1 Semester, 1 Credit

Grades 9, 10, 11, 12

(IB Orchestra) SL/HS Advanced Orchestra:

Symphonic String Orchestra

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.

1 Semester, 1 Credit

Grades 10, 11, 12

Advanced Orchestra:

Full Symphonic Orchestra

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

1 Semester, 1 Credit

Grades 9, 10, 11, 12

Instrumental Ensemble: Camerata Chamber Orchestra

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

1 Semester, 1 Credit

Grades 9, 10, 11, 12

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: (1st 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: (2nd 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: (2nd 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: (2nd 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 group studies the highest concert band literature available. This group will be limited to approximately 50-65 members. Mastery of advanced wind band technique must be evident. This group studies music that is at the level of the Indiana Group I list of music. Some evening rehearsals may be added as concerts or contests approach. There may be sectionals added during the week if needed. This group will perform 2-4 times in the semester.

Jazz Ensemble I

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

Jazz Ensemble II

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

Physical Education I (L)

1 Semester, 1 Credit

1st 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

2nd 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 seasons on a GHS athletic team or can earn 1 credit of PE by completing 2 summers of marching band.**

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.

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 9th grade students must have participated in a sport their 8th 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 9th grade students must have participated in a sport their 8th grade year.

This class is a participation-oriented class where students will take part in aerobic activities (activities that keep the heart rate elevated). Students will study the components of Health Related Fitness-flexibility, cardiovascular fitness, muscular strength and endurance, and body composition. 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.

Elective Physical Education/Lifeguarding

1 semester, 1 credit

The primary purpose of the American Red Cross Lifeguarding course is to provide entry-level lifeguard participants with the knowledge and skills to prevent, recognize and respond to aquatic emergencies and to provide professional-level care for breathing and cardiac emergencies, injuries and sudden illnesses until emergency medical services (EMS) personnel take over. The intended audience for the courses in this program includes individuals who will work as a lifeguard.

Prerequisites:

-Students must be 15 years of age on or before the last day of the course.

-Students must be able to swim 300 yards continuously and treat water for 2 minutes using only their legs.

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 requirements they are required to sit out for one semester before they can submit an application to take another elective class.

Science

Integrated Chemistry Physics (ICP)

2 Semesters, 2 Credits

Prerequisite: Algebra I (may be taken concurrently with this course)

Grades 9, 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 coursework 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

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. *A Core 40, Academic Honors Course

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 neurobiology and behavior, biotechnology and bioinformatics, ecology and conservation and human physiology.

*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. *A Core 40, Academic Honors course

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. *A Core 40, Academic Honors course

Adv. Science Special Topics: Marine Biology

1 Semester, 1 Credit

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

Grades 9, 10 with permission

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

Grades 11, 12

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

Chemistry I

2 Semesters, 2 Credits

Prerequisite: Algebra I

Grades 9, 10, 11, 12

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

*A Core 40, Academic Honors course

Chemistry I – HONORS

2 Semesters, 2 Credits

Prerequisite: Geometry (Honors Highly Recommended)

Grades 10, 11, 12

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

Chemistry I Honors is a Core 40 class with competencies defined by Indiana’s Academic Standards for Chemistry I. Both regular Chemistry I and Chemistry I Honors 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.

IB Chemistry (SL)

2 Semester, 3 Credits

Prerequisite: Chemistry I (honors preferred)

Grades 11, 12

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.

Physics I Honors

2 Semesters, 2 Credits

Prerequisites: Chemistry I, Geometry, Algebra II recommended

Grades 10, 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 (highly recommended)

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.*A Core 40, Academic Honors course

Environmental Science Advanced

2 Semesters, 2 Credits

Prerequisite: Two years of Core 40 Science

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, rather than used up or polluted or destroyed. Students explore and evaluate sustainable options for water use, food choices, forests, energy, ocean ecosystems, and world population. Students analyze causes and solutions for climate change and investigate strategies for preserving wild species. Students learn practical calculations to determine how environmentally-friendly purchases (such as a more efficient car or energy-saving light bulb) can save you money. This course includes many field trips into the community, including a tour of local water treatment facilities, water quality testing at Fidler Pond, a sustainable grocery shopping lesson at Kroger, forest studies at Shanklin Park, collecting river health data through electrofishing in the Elkhart River, and ecology studies and environmental building design studies at Merry Lea Environmental Learning Center.

*A Core 40, Academic Honors course

Earth and Space Science

2 semesters, 2 credits

Prerequisite: Two years of Core 40 Science

Grades 11, 12

Earth and Space Science I is a course focused on the following core topics: universe; solar system; Earth cycles and systems; atmosphere and hydrosphere; solid Earth; Earth processes. Students analyze and describe Earth's place in the universe, Earth's interconnected systems and examine how Earth's materials, landforms, and continents are modified across geological time. Students analyze and apply the unifying themes of Earth and space science as part of scientific inquiry aimed at investigating Earth and space science problems related to personal needs and community issues. In this way, students will develop their understanding that scientific knowledge is gained from observation of natural phenomena and experimentation as they design and conduct investigations and communicate the result of those investigations according to accepted procedures.

*A Core 40, Academic Honors course

Coming in 2022-23: IB Environmental Systems and Societies, SL

2 semesters, 2 credits

Prerequisite: Two years of Core 40 Science

Grades 11, 12

Prerequisites: Biology I (Honors highly recommended); Chemistry I (Honors highly recommended) IB Environmental Systems and Societies is a Standard Level (SL) International Baccalaureate course that can fulfill either the individuals and societies or the sciences requirement for the IB Diploma. Students study resource use, ecosystems and ecology, biodiversity and conservation, water and aquatic food production systems, soil and terrestrial food production systems, the atmosphere and climate change, and human population issues. This course includes many field trips into the community, including a tour of local water treatment facilities, water quality testing at Fidler Pond, a sustainable grocery shopping lesson at Kroger, forest studies at Shanklin Park, collecting river health data through electrofishing in the Elkhart River, and ecology studies and environmental building design studies at Merry Lea Environmental Learning Center.

Social Studies

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 19th century, and then spends the rest of the year covering the 20th 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 11th 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 11th 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 19th and 20th 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 20th 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 20th 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. Trine HIS113 credit is optional for this course.

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 20th 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. Trine HIS273 credit is optional for this course.

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 legislature, 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

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

1 Semester, 1 Credit
Grades 11 or 12

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 1st 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

French, German, Spanish I

Core 40 and AHD Course

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

Level I world language courses provide instruction

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

Prerequisite: Level I or Placement by Exam

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

Level II world language courses enable students to participate in classroom and extracurricular activities related to the language studied as well as to participate in conversations dealing with daily activities and personal interests. Students are able to: (1) ask questions regarding routine activities; (2) participate in conversations on a variety of topics; (3) relate a simple narrative about a personal experience or event; (4) interact in a variety of situations to meet personal needs, such as 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

Core 40 and AHD Course

2 Semesters, 2 Credits
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

Core 40 and AHD Course

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.

2 Semesters, 2 Credits

Grades 11, 12

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

Core 40 and AHD Course

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.

2 Semesters, 2 Credits

Grade 12

French Immersion

Elective Credit

Prerequisite: Instructor Discretion

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.

Travel/Study

Grades 9, 10, 11, 12

Summer Program: June/July

German Immersion

Elective Credit

Prerequisite: Levels I and II

Travel/Study

Grades 10, 11, 12

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

Elective Credit

Prerequisite: Levels I and II

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.

Travel/Study

Grades 10, 11, 12

Summer Program: June/July

Spanish I HS

Core 40 and AHD course, Recommendation of Instructor

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.

2 Semesters, 2 Credits

Grades 9, 10, 11, 12

Spanish II and III HS

Core 40 and AHD course

Successful completion of Spanish I HS or II HS

Spanish for Heritage Speakers is a course designed for heritage speakers of Spanish who have demonstrated some degree or 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.

2 Semesters, 2 Credits

Grades 9, 10, 11, 12

Mild Disabilities

English I, II, III, IV MD

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.

2 Semesters, 2 Credits

Grades 9, 10, 11, 12

English Lab – Focus

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

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

2 Semesters, 2 Credits

Grades 9, 10

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

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

2 Semesters, 2 Credits

Grades 9, 10, 11, 12

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.

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

(Offered in Social Studies Rotation)

2 Semesters, 2 Credits
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 from its inception to contemporary times.

World History MD

(Offered in Social Studies Rotation)

2 Semesters, 2 Credits
Grades 10, 11, 12

This course is designed to meet the World History/Civilization course requirement while being taught at a slower pace to accommodate students with an IEP. The course provides for a study of selected world cultures throughout history. The 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

(Offered in Social Studies Rotation)

2 Semesters, 2 Credits
Grades 10, 11, 12

These courses are designed to meet the Government and Economics course requirements while being taught at a pace to accommodate students with an IEP. Each course is a semester long 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 state economics standards.

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.

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.

Basic Skills Development Focus – State

(Permission of Department, Administration and Guidance Counselor)

2 Semesters, 2 Credits
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).