

# **Elmwood- Murdock Public Schools**



## **Course Description Guide 2018-2019**

<http://www.emknights.org/>

*The Mission of the Elmwood-Murdock Public Schools is to “Empower All Students to Achieve Success.”*

This mission is supported by the belief that learning is a lifelong active process in which all students can succeed. The role of the school is to enable students to learn at their fullest potential in order to function responsibly in a changing society. Each student is unique and has individual learning needs and styles.

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## Required Courses

### 250 Minimum Credits for Graduation

<b>Department</b>	<b>Credits</b>	<b>Summary</b>
English	40 credits	Course work must include English 9(10 credits), English 10(10 credits), American Experience-English 11(10 credits), and English 12 (Senior English or Comp and/or Modern Literature 10 credits).
Speech	5 credits	Course work is the required Speech class.
Social Studies	40 credits	Course work must include Geography (10 credits), World Studies (10 credits), American Experience-American History 11(10), American Government (5), and Critical Issues (5).
Mathematics	30 credits	Course work must include Algebra I (10 credits).
Science	30 credits	Course work must include Physical Science (10 credits), Biology (10 credits), and Chemistry (10 credits).
Health and PE	10 credits	5 credits will be received for health credit. P. E. (5 credits). Students may earn 1 credit hour for every successfully completed NSAA sports season. Students also have the option of using the courses Anatomy or Foods for this requirement.
Fine Arts	10 credits	Course work may include Music: Vocal/Instrumental, Art, or World Language.
Technology	10 credits	Course work must include Information Technology I (5 credits) and Information Technology II (5 credits).
Career & Technical Education	25 credits	Course work must include C4C/Intro to FCS (10 credits), Personal Finance (5 credits) and Advanced Adult Living including these components: Parenting (5), Personal Finance (2.5), and Home Maintenance (2.5).
Electives	75 credits	This may include Electives and/or credits beyond the minimum requirements in Language Arts, Math, Social Studies, Science, Fine Arts and Physical Education.

**ENGLISH 40 credits**

English 9	10		
English 10	10		
English 11 (AMEX)	10		
*Senior English	10		
*Comp/Modern Lit	10		

**FINE ARTS 10 credits**

Vocal	10		
Instrumental Music	10		
Art I	10		
Art II	10		
Art III	10		
Independent Art	10		
Spanish I	10		
Spanish II	10		
Spanish III	10		

**SPEECH 5 credits**

Speech	5		
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**SOCIAL STUDIES 40 credits**

Geography	10		
World History	10		
US History (AMEX)	10		
American Government	5		
Critical Issues	5		

**INFORMATION TECH 10 credits**

**CAREER & TECH 25 credits**

Information Tech 1	5		
Information Tech 2	5		

**MATHEMATICS 30 credits**

Algebra	10		
Geometry	10		
Algebra II/Adv. A II	10		
Pre-Calculus	10		
Calculus	10		
College Algebra	10		

C4C/Intro to FCS	10		
Personal Finance	5		
Senior Life Skills	10		

**SCIENCE 30 credits**

Earth/Intro to Physics	10		
Biology	10		
Chemistry	10		
Anatomy	10		
Physics	10		

**ELECTIVES 75 credits**

**HEALTH & PE 10 credits**

Health	5		
PE	10		
Anatomy	10		
Foods	10		
Sports Credits			


**Credits for each grade promotion**

- Freshman: 64 credits or below
- Sophomores: 65-129 credits
- Juniors: 130-193 credits
- Seniors: 194 and above

## Sample Four-Year Plan

This chart represents a sample of a four-year course of study for students. Individual students may adjust to meet their specific path of classes chosen to meet Elmwood-Murdock graduation requirements. A student has flexibility in choosing the elective(s) courses each year.

<b>9<sup>th</sup> grade</b>	<b>10<sup>th</sup> grade</b>
English 9 Algebra I/Geometry 9 Intro to Physics Geography C4C/Intro to FCS Info Tech I/Info Tech II Electives (2)	English 10 Geometry/Advanced Algebra II Biology World History Speech/Personal Finance Electives (3)
<b>11<sup>th</sup> grade</b>	<b>12<sup>th</sup> grade</b>
American Experience (2) Algebra II/Pre-Calculus Chemistry Electives (4)	Senior English/Comp, Modern Fiction Adult Living Skills (Parenting, Maintenance, Finance) Critical Issues/Government Electives (5)

### Choosing a Path

Students have the opportunity to review different paths when thinking about is next for them after high school. The goal is to ensure that all students are college and career ready for upon successfully completing the graduation requirements at Elmwood-Murdock Public Schools.

#### College and Career Required Coursework

Students selecting this path may have plans to attend college, directly enter the workforce upon graduation or may be opting to choose a military career. Any or all of these options may apply to students on this path. Successful completion on this path assures that the student has successfully met all graduation requirements. This path offers the greatest flexibility in regards to scheduling and variety of electives over the course of their high school tenure.

#### University Bound Recommended Coursework

Students selecting this path have aspirations to attend a four-year school. Successful completion of the coursework included on this path will assure that all EM graduation requirements are met. The coursework of this path has been identified as courses that are important in preparing the students for the rigor of a four-year college or university. Students on this path still have a number of elective opportunities to explore additional areas of interest. Students that successfully complete all coursework will earn a diploma form Elmwood-Murdock Public Schools.

## General Information

### 1. Distance Learning Classes:

As a member of the Southeast Nebraska Distance Learning Consortium, distance - learning classes are offered to E-M students through other high schools, community colleges, and four-year colleges. Students are provided a schedule of distance learning classes offered each semester. The sending institution sets enrollment requirements. Students enrolling in college credit classes will receive only college credit. "Dual credit" is only awarded if the instructor holds a Nebraska Teaching Certificate. Students and their parents are required to complete these forms prior to starting class: (a) SNDLC Student Enrollment Form, (b) SNDLC Student Enrollment Contract (student code of conduct policy), and (c) SNDLC Student Waiver (understanding that their voice, presence, and participation in classroom activities will be transmitted to distance learning sites and may be electronically recorded).

### 2. Independent Study or Summer School Classes:

Students may choose to attend summer school or enroll in Independent Study Classes offered through the University of Nebraska-Lincoln (or other institutions). Students transferring into the district with credit earned in this manner **are limited to 20 credits, with no more than five credits in any subject area to be allowed toward high school graduation from Elmwood-Murdock High School.** Information on Independent Study or Summer School classes may be obtained from the counselor.

### 3. Driver's Education:

Driver's Education is offered during the summer. Information and enrollment applications are available in late April or early May of each school year. All information regarding driver's education is handled with the high school office. Students earn 2.5 credits for successful completion of the course.

### 4. Credit Hours:

The term denoting the number of credits given towards graduation for a particular course is credit hours. Most classes meet five days a week and thus earn five credits upon successful completion at the end of each semester. Grade classification is based upon a minimum of earned credits: **Senior – 194** credits, **Junior – 130** credits, **Sophomore – 65** credits, and **Freshman – anything under 65** credits.

## Elmwood-Murdock Junior High School Course Descriptions

### English

English	7 <sup>th</sup> /8 <sup>th</sup> Grade Yearlong	Course Number: 732
English 7 and 8 study all parts of the English language including reading, writing, speaking, and listening.		
Objectives	Students will be able to: <ol style="list-style-type: none"> <li>1. Understand and use the eight parts of speech and the parts of a sentence</li> <li>2. Classify sentences according to purpose</li> <li>3. Write clear compositions using correct grammar and punctuation</li> <li>4. Utilize revision techniques to improve written work</li> <li>5. Read works from a variety of genres independently</li> <li>6. Use literary terms to describe parts of those works</li> <li>7. Develop speaking and listening skills</li> <li>8. Recognize, understand, and make use of vocabulary skills</li> <li>9. Practice/understand thinking skills.</li> </ol>	

### Applied Arts: Business

Keyboarding 7	7 <sup>th</sup> Grade Semester	Course Number: 732
This is an exploratory course that focuses on the introduction of correct keyboarding techniques and touch-typing through daily practice to build speed and accuracy.		
Objectives	Students will be able to: <ol style="list-style-type: none"> <li>1. Type using the touch system for typing</li> <li>2. Become familiar with the computer and how to use it properly to format and edit personal and business documents</li> <li>3. Have introductory knowledge of Microsoft Word and PowerPoint</li> </ol>	

Computers 8	8 <sup>th</sup> Grade Semester	Course Number: 832
This is an exploratory course that begins with keyboarding skills to help students develop proper keyboarding techniques, accuracy and speed. In this hands-on course students will also learn to produce simple Word and Excel documents, effectively explore the Internet, create interactive PowerPoint presentations, and construct various publications such as calendars, flyers, brochures, and magazines.		
Objectives	Students will be able to: <ol style="list-style-type: none"> <li>1. Type using the touch system for typing</li> <li>2. Build on their skills of Microsoft Word and PowerPoint</li> <li>3. Have introductory knowledge about Microsoft Excel</li> </ol>	

Innovative Technology	8 <sup>th</sup> Grade Quarter	Course Number: 743 / 843
Students will be exposed to new technology in the Elmwood-Murdock school system. This course will allow students to put to use software/hardware, and troubleshooting, and before they are in the high school setting. The material covered in this class will be consistently changing to meet the needs of the technology that is out in the world.		
Objectives	Students will have the opportunity to: <ol style="list-style-type: none"> <li>1. Learn troubleshooting/purchasing of various parts of the computer system</li> <li>2. Use digital images/video in projects</li> <li>3. Show proficiency in the use of presentation software</li> <li>4. Use on-line communication in the form of e-mail, video conferencing</li> <li>5. Create simple web pages</li> <li>6. Use desktop publishing</li> <li>7. Learn application of current trends in software/hardware.</li> </ol>	

### Applied Arts: Family & Consumer Science

Exploratory Family and Consumer Science (CEFOUND)	7 <sup>th</sup> Grade Quarter	Course Number: 090001
Introductory Family and Consumer Science offer an opportunity for students to become familiar with the four different content areas of instruction: foods and nutrition, textiles clothing and design, personal economics, human relationships. Students will be provided with learning activities in all possible areas.		
Objectives	Students will be able to: <ol style="list-style-type: none"> <li>1. Identify the four major content areas of Family and Consumer Science</li> <li>2. Critique food sources for level of nutrition</li> <li>3. Demonstrate basic food preparation</li> <li>4. Demonstrate basic textile construction</li> <li>5. Evaluate their self-image</li> <li>6. Define relationships with in their families</li> <li>7. Know the difference between needs and wants.</li> </ol>	

Relationships (CEFOUND)	8 <sup>th</sup> Grade Quarter	Course Number: 090116
8 <sup>th</sup> Grade Family and Consumer Sciences offer an opportunity for students to learn and practice social skills. Students will be provided with skills in friendship, expression of feelings, handling of aggression, and self-acceptance. Concepts that will be discussed include respect, responsibility, trustworthiness, self-control, and acceptance.		

Objectives	Students will be able to: <ol style="list-style-type: none"> <li>1. Demonstrate friendship skills</li> <li>2. Identify and appropriately express feelings</li> <li>3. Recognize conflict and appropriate methods of handling it</li> <li>4. Reflect on their self-image</li> <li>5. Define relationships within their families.</li> </ol>
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## Applied Arts: Industrial Arts

Exploring Skilled & Technical Science (CEARCCON)	8 <sup>th</sup> Grade	Course Number: 100707
Exploring Skill & Technical Science (CEARCCON)	7 <sup>th</sup> Grade Quarter	Course Number: 100707
This course introduces the student to four areas of instruction: robotics, woodworking, Computer-Aided-Drafting and electronics. Work is largely done on the computer and various hands-on lab materials. A lab fee is required.	This course introduces the student to four areas of instruction: robotics, woodworking, Computer-Aided-Drafting and electronics. Work is largely done on the computer and various hands-on lab materials. A lab fee is required.	various
Objectives	The student will learn technical reading and writing skills, analyze and problem-solve, and develop independent learning skills.	

Exploring Skill & Technical Science (CEARCCON)	8 <sup>th</sup> Grade Quarter	Course Number: 100708
This course introduces the student to four areas of instruction: Robotics II, Aviation, Think Tank, and mechanical drafting. Student work is done using the computer and various hands-on lab materials. Shop Fee required: \$6.00		
Objectives	Students will continue on skills developed in the 7th grade to analyze and problem-solve, be independent thinkers / learners and improve technical reading and writing skills.	

## Fine Arts

Vocal Music	7 <sup>th</sup> /8 <sup>th</sup> Grade	Course Number: 100708
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	<b>Yearlong</b>	
<p>Students study and perform choral literature of various musical styles and periods. They will develop acceptable quality vocal and choral technique while preparing for several public performances. Committed and motivated students will have the opportunity to participate in additional performances.</p>		
<b>Objectives</b>	<p>Students will discuss and understand the relationship between lyrics and music. They will explore music careers and ways to enjoy music as a hobby. In addition, they will study a musical theatre selection.</p>	

<b>Instrumental Music</b>	<b>7<sup>th</sup>/8<sup>th</sup> Grade Yearlong</b>	<b>Course Number: 706 / 821</b>
<p>Instrumental Music is a performance-based course that offers students experience in music performance, listening and analysis in numerous venues. Upon completion of the course, students are expected to read, understand and perform music of various genres appropriate to their age level, have a general knowledge of music history, and possess an appreciation for music.</p>		
<b>Objectives</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Develop an appreciation for music and its role in history.</li> <li>2. An opportunity to become skilled on his/her instrument,</li> <li>3. Be able to read and interpret music</li> <li>4. Be able to critically listen to musical performances.</li> <li>5. Be encouraged to foster respect for their peers.</li> </ol>	

<b>Art 8 (Exploratory Class)</b>	<b>8<sup>th</sup> Grade Quarter</b>	<b>Course Number: 869</b>
<p>Students select media, techniques, and processes; analyze what makes them effective in communicating ideas in art works.</p>		
<b>Objectives</b>	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Use subjects, themes, and symbols that demonstrate knowledge of contexts, values, and aesthetics that communicate intended meaning in artworks</li> <li>2. Describe and place a variety of art objects in historical contexts</li> <li>3. Analyze, describe, and demonstrate how factors of time and place (such as climate, resources, ideas, and technology influence visual characteristics that give meaning and value to a work of art describe and compare a variety of individual responses to their own artworks and to artworks from various eras and cultures</li> <li>4. Describe ways in which the principles and subject matter of other disciplines taught in the school are interrelated with the visual arts.</li> </ol>	

## Math

Pre-Algebra 7	7 <sup>th</sup> Grade Yearlong	Course Number: 7080
The study of math in the seventh grade reinforces the basic math skills taught in the elementary grades (K-6) while introducing new concepts and strategies used in the upper level mathematics curriculum.		
Objectives	Students will: <ol style="list-style-type: none"> <li>1. Achieve mastery of basic math skills</li> <li>2. Receive an introduction of new concepts and strategies.</li> <li>3. Develop and use problem-solving methods.</li> </ol>	

Pre-Algebra 8	8 <sup>th</sup> Grade Yearlong	Course Number: 8080
The study of math in the eighth grade reinforces the basic math skills taught in the elementary grades while introducing new concepts and strategies used in the upper level mathematics curriculum. Its purpose is to pave the way for a progressive mastery of more difficult and complex skills prerequisite for understanding algebraic concepts.		
Objectives	Students will: <ol style="list-style-type: none"> <li>1. Master basic math skills</li> <li>2. Receive an introduction of new concepts and strategies used in the upper level math courses</li> <li>3. Build a foundation to continue the study of mathematics.</li> </ol>	

Algebra 8	8 <sup>th</sup> Grade Yearlong	Course Number: 8080
Algebra 8 is the first year introduction to the formal language and methods of mathematics. Student's use of problem solving techniques and applications of the properties of real numbers is emphasized. Students will become familiar with the concept of a variable/variables and develop techniques to manipulate mathematical equations and inequalities. Students develop skills to translate verbal expressions into mathematical symbols. They then develop many different problem solving techniques in finding solutions to diverse problems in their every day lives. They also will develop problem solving, critical thinking, and conceptual learning skills through cooperative learning strategies with other students.		
Objectives	Students will: <ol style="list-style-type: none"> <li>1. Translate verbal expressions into mathematical expressions, equations and inequalities</li> <li>2. Perform estimation and computations of real numbers mentally, with paper and pencil, and technology</li> <li>3. Describe and compare relationships between subsets of real numbers</li> <li>4. Express equivalent forms of numbers using exponents, scientific notation, absolute values, fractions, decimals, and percent</li> <li>5. Develop techniques of adding, multiplying, factoring, and simplifying</li> </ol>	

	<p>polynomials</p> <ol style="list-style-type: none"> <li>6. Apply coordinate geometry to locate and describe objects algebraically</li> <li>7. Interpret algebraic equations and inequalities graphically</li> <li>8. Apply and solve problems involving equations and inequalities</li> <li>9. Factor and solve quadratic equations</li> <li>10. Apply and solve problems using patterns, algebraic expressions, polynomials, functions, direct and indirect variations, order of operations, properties of real number system demonstrate knowledge and use of the one-and two-dimensional coordinate systems and graph linear equations</li> <li>11. Apply algebraic concepts and algebraic operations to solving problems</li> <li>12. Describe and represent relations using tables, graphs and rule</li> <li>13. Describe and compare the relationships among all subsets of real numbers.</li> </ol>
<p>Prerequisite: Students must have successfully completed the following:</p> <ol style="list-style-type: none"> <li>1. Scored at the 80<sup>th</sup> percentile or higher on the 7<sup>th</sup> grade NWEA MAP assessment in the fall of their 7<sup>th</sup> grade year.</li> <li>2. Earned a 94% or higher in pre-algebra 7.</li> <li>3. Receive a teacher recommendation from the pre-algebra teacher</li> </ol> <p>Credit: Upon completion of this course students can earn 5 credits each semester towards graduation requirements.</p>	

## Physical Education

Physical Education and Health	7 <sup>th</sup> /8 <sup>th</sup> Grade Semester	Course Number: 713 / 813
<p>The importance of a physical healthy lifestyle will be emphasized as the students learn about fitness and the effects of exercise on the human body. There will be opportunities for vigorous activity and the teaching of motor skills for use outside of the school day. Activities to improve techniques will be provided to enable students to practice skills used in game sports. Appropriate social skills that go along with the physical activities will also be taught.</p>		
Objectives	<p>Students will learn about:</p> <ol style="list-style-type: none"> <li>1. Fitness</li> <li>2. The effects of exercise on the body</li> <li>3. Exercises to help the body and develop skills that can be used in school activities and outside of school activities</li> </ol> <p>In addition, social development skills such as: playing fair, sportsmanship, and “Character Counts” concepts are taught.</p>	

## Science

Life Science 7_	7 <sup>th</sup> Grade Yearlong	Course Number: 7100
This course provides students with an introductory investigation into the study of life.		
Objectives	<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. List and practice the scientific method</li> <li>2. List and explain the characteristics of living organisms</li> <li>3. Understand the structure and function of DNA and cells</li> <li>4. Organize organisms into related groups</li> <li>5. Compare the different organ systems</li> <li>6. Explain the effects, both beneficial and harmful, of different microorganisms</li> <li>7. Understand atoms, elements, and chemical reactions</li> <li>8. Explain the movement and different forms of energy through specific systems</li> <li>9. Investigate alternative energy sources and their viability</li> </ol>	

Earth Science 8	8 <sup>th</sup> Grade Yearlong	Course Number: 8100
This course provides students with an overview of Earth and space systems.		
Objectives	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Understand the Earth and its relationship to other objects in the solar system.</li> <li>2. Investigate and describe the structure, systems, and processes of Earth and how the Earth has changed over time.</li> <li>3. Understand the energy in the Earth's system.</li> <li>4. Be able to describe Earth's resources.</li> </ol>	

## Social Studies

Civics/Economics	7 <sup>th</sup> Grade Yearlong	Course Number: 719
<p>This course will aid students in becoming active and informed citizens. The economic focus will be on six societal roles: lifelong decision maker, knowledgeable worker, productive worker, responsible citizen, prudent saver, and global participant. The focus in Civics will be on the Government and the role that American citizens play in that government. This</p>		

includes: the laws and documents that give Americans their rights and responsibilities, informed voters willing to participate in government, the forces that shape people's ideas and the shared powers of our national and state governments.

Objectives	<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Compare the branches of government, the election process, and the policy-making process at local, state and national levels.</li> <li>2. Distinguish between the judicial systems established by Nebraska vs. the United States</li> <li>3. Explain the operation of the United States economy</li> <li>4. Compare the US economy to other countries</li> <li>5. Summarize the rights and responsibilities of United States citizens.</li> </ol>
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American History 8	8 <sup>th</sup> Grade Yearlong	Course Number: 8090
<p>This course covers American History, beginning with the establishment of the Constitution and Bill of Rights then moving on, looking at American History after the Civil War. Students will study the significant events in American History and their role in shaping the USA into the country that we are today and in the future. They will have a better idea of what it means to be an American today and how it is connected to the past.</p>		
Objectives	<p>Students will be able:</p> <ol style="list-style-type: none"> <li>1. To identify and analyze key events, causes, and the effects of Reconstruction</li> <li>2. Explain post Civil War changes in the United States, and the role of the United States in world affairs through World War I</li> <li>3. Describe key social, economic and cultural developments from WWI through the Great Depression</li> <li>4. Describe key people, events, and ideas since WWII.</li> </ol>	

## World Language

Exploratory Spanish (Exploratory Class)	8 <sup>th</sup> Grade Quarter	Course Number: 720
<p>Exploratory Spanish is a first approach to a foreign language.</p>		
Objectives	<p>Students will learn basic vocabulary, including greetings, numbers (1-100), colors, clothing, animals, and family words.</p>	

## Transition

Transition Class (Exploratory Class)	7 <sup>th</sup> Grade Quarter	Course Number: 1399 CEFOUND
Students will be able to understand and explain a number of academic behaviors to enhance their education at E-M Public Schools.		
Objectives	Students will learn: <ol style="list-style-type: none"> <li>1. Practice organizational skills</li> <li>2. Practice filling out appropriate forms - assignment notebooks, completion contracts, think times</li> <li>3. About the Positive Behavior System – problem solving, teamwork, school pride all included.</li> </ol>	

### Resource Classes

Basic Courses	7 <sup>th</sup> /8 <sup>th</sup> Grade	Course Number: Varies with course needed by the student
Basic classes (English, Math, Science, Social Studies) are taught individually, or in a small group in the Resource Room. Classes are determined on an individual basis by the SPED team with core teacher consultation.		
Objectives	Basic Resource classes offer modified curriculum, altering learning goals and grade level expectations. The student's Individual Educational Plan (IEP) will drive the objectives.	

## Elmwood- Murdock High School Course Descriptions

### Applied Arts: BUSINESS EDUCATION DEPARTMENT

Information Technology 1	9 <sup>th</sup> Grade 1 <sup>st</sup> Semester	Course Number: 216 CEINFOTE
Information Processing exposes the student to organizing, planning, and processing information. The course integrates the use of Word, Excel, and Access.		
Objectives	Students will be able to: <ol style="list-style-type: none"> <li>1. Apply advanced features in Microsoft Word</li> <li>2. Perform and create basic functions, formulas, and charts in Microsoft Excel</li> <li>3. Plan, create, modify, and print information from Microsoft Access</li> </ol>	
Information Technology 2	9 <sup>th</sup> Grade 2 <sup>nd</sup> Semester	Course Number: 217 CEINFOTE
Information Technology 2 exposes/introduces the students to different types of digital communication media.		
Objectives	Students will be able to: <ol style="list-style-type: none"> <li>1. Apply advanced features in Microsoft power point</li> <li>2. Create personal websites using different technologies</li> <li>3. Perform basic tasks in Abode Photoshop</li> </ol>	
Personal Finance	10 <sup>th</sup> Grade Semester	Course Number: 222 CEFINANC
The goal of personal finance is to help students become financially responsible, conscientious members of society.		
Objectives	This course develops student understanding and skills in money management; budgeting; financial goal attainment; investments; and consumer rights and responsibilities. Applications of academic concepts, technology, and career planning are integrated in the course.	
Accounting I	10 <sup>th</sup> - 12 <sup>th</sup> Grade Elective	Course Number: 206 CEFINANC NDE: 030300
Accounting I provides students with instruction in the terminology and concepts of sole proprietorships, partnerships, and corporations. Double-entry accounting principles and procedures are applied in maintaining business records for both service and merchandising businesses. The course will include exposure to accounting on the microcomputer.		
Objectives	Students will be able to: <ol style="list-style-type: none"> <li>1. Start an accounting system and prepare a worksheet as well as open and close a ledger and complete an accounting simulation in good format.</li> <li>2. Analyze transactions and journalize as well as post</li> <li>3. Prepare financial statements,</li> </ol>	

	4. Adjust and close accounting entries and utilize special journals.
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Accounting II	11 <sup>th</sup> - 12 <sup>th</sup> Grade Elective	Course Number: 210 CEFINANC NDE: 030301
Accounting II is designed to help students acquire additional knowledge of accounting concepts, procedures, and applications. Special emphasis is given to analyzing and interpreting financial information used in making managerial decisions. Microcomputers will be used.		
Prerequisite: successful completion of Accounting I with a “B” average.		
Objectives	Students will: <ol style="list-style-type: none"> <li>1. Understand the role of accounting in our society and be able to prepare and interpret four main financial statements</li> <li>2. Discuss the relationship between business documents and the accounting process for a service or merchandising business</li> <li>3. Identify the basic characteristics of partnerships while applying the necessary accounting procedures,</li> <li>4. Illustrate the main accounting procedures utilized in corporate accounting, and understand the impact of borrowing on a long-term basis.</li> </ol>	

Accounting II	11 <sup>th</sup> - 12 <sup>th</sup> Grade Elective	Course Number: 210 CEFINANC NDE: 030301
Accounting II is designed to help students acquire additional knowledge of accounting concepts, procedures, and applications. Special emphasis is given to analyzing and interpreting financial information used in making managerial decisions. Microcomputers will be used.		
Prerequisite: successful completion of Accounting I with a “B” average.		
Objectives	Students will: <ol style="list-style-type: none"> <li>1. Understand the role of accounting in our society and be able to prepare and interpret four main financial statements</li> <li>2. Discuss the relationship between business documents and the accounting process for a service or merchandising business</li> <li>3. Identify the basic characteristics of partnerships while applying the necessary accounting procedures,</li> <li>4. Illustrate the main accounting procedures utilized in corporate accounting, and understand the impact of borrowing on a long-term basis.</li> </ol>	

Intro to Digital Design	10 <sup>th</sup> - 12 <sup>th</sup> Grade Elective: Semester One	Course Number: 210 CEIFOTE NDE: 270611
Students will explore different types of communication technologies. The main focus of this course is to create and understand high-end technology based communication pieces.		

Prerequisite: Passing Information Technology 1 and 2.	
Objectives	Students will: <ol style="list-style-type: none"> <li>1. Apply advanced features in Photoshop.</li> <li>2. Create/maintain personal websites using different technologies</li> <li>3. Plan, create, and edit Internet based presentation software</li> <li>4. Explore new technologies as they become available.</li> </ol>

Digital Media	10 <sup>th</sup> - 12 <sup>th</sup> Grade Elective: Semester Two	Course Number: 210 CEIFOTE NDE: 270602
Students will explore different types of communication technologies. The main focus of this course is to create and understand high-end technology based communication pieces.		
Prerequisite: Passing Information Technology 1 and 2 and Intro to Digital Design.		
Objectives	Students will: <ol style="list-style-type: none"> <li>1. Explore animation software</li> <li>2. Plan, create, and edit movie and audio files.</li> <li>3. Explore new technologies as they become available</li> </ol>	

Entrepreneurship	11 <sup>th</sup> - 12 <sup>th</sup> Grade Elective: Year Long	Course Number:305 CEBUSMGT NDE: 032600
Entrepreneurship focuses on recognizing a business opportunity, starting a business based on the recognized opportunity, and operating and maintaining that business. Entrepreneurship integrates the other functional areas of business: accounting, finance, marketing, management, and legal considerations of new business ventures.		
Objectives	Students will: <ol style="list-style-type: none"> <li>1. Recognize that entrepreneurs possess unique characteristics and evaluate the degree to which one possesses those characteristics</li> <li>2. Analyze customer groups and develop a plan to identify, reach, and keep customers in a specific target market</li> <li>3. Apply economic concepts when making decisions for an entrepreneurial venture</li> <li>4. Utilize accounting concepts and practices in identifying, maintaining, and analyzing business records</li> <li>5. Develop a business plan</li> <li>6. Analyze the effects of cultural differences and multinational trends of a global marketplace</li> <li>7. Apply essential business and human relations skills in the operation of a business.</li> </ol>	

College Introduction to Business	12 <sup>th</sup> Grade Elective: Semester One	Course Number:305 CEBUSMGT NDE: 032400
This course surveys the structure and functions of the American business system in a global society, together with an overview of business organization, economics, marketing, and finance. Careers will also be explored.		

Objectives	Students will: 1.
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Management and Leadership	12 <sup>th</sup> Grade Elective: Semester Two	Course Number:221 CEBUSMGT NDE: 032802
This course emphasizes the basic concepts of management and leadership within a business or organization. It addresses characteristics, organization, and operation of business as major sectors of the economy. Students will		
Objectives	Students will: <ol style="list-style-type: none"> <li>1. Investigate management issues involved in planning, organizing, leading, and controlling an organization.</li> <li>2. Acquire essential skills in the areas of emotional intelligence: time management, stress management, professional growth and developments, communication, and relationship skills.</li> </ol>	

Advanced Adult Living (Personal Finance)	12 <sup>th</sup> Grade Quarter: Required	Course Number:202 CEFINANC NDE: 032600
This course expands up the sophomore – level Personal Finance course. It, like the previous course, prepares students to be financially responsible citizens in our society. The course content in this class includes financial planning directly related to transportation and housing. In addition, students focus on the use of credit, the purchase of insurance, and taxation.		
Objectives	Students will: 1.	

### **Applied Arts: COMMUNICATION ARTS DEPARTMENT**

Speech	10 <sup>th</sup> Grade Required: Semester	Course Number: 702 CEBUSMGT NDE: 032802
This class is an introduction to the purpose, audience, and means that each successful speaker must recognize during every speaking occasion.		
Objectives	Students will: <ol style="list-style-type: none"> <li>1. Understand the elements of communication</li> <li>2. Recognize the process of communication</li> <li>3. Understand all aspects of listening</li> </ol>	

	<ol style="list-style-type: none"> <li>4. Understand the steps to be prepared for public speaking events (building confidence, preparing the speech, choose effective language, and delivering the speech)</li> <li>5. Perform the following types of speech: informative, oral interpretation, persuasive speaking.</li> </ol>
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Yearbook / Journalism	11 <sup>th</sup> -12 <sup>th</sup> Grade Elective: Yearlong	Course Number: 825
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Team work skills necessary are: 1) the ability to self-direct (Students must recognize that they are being trusted with a commitment to a project that involves a lot of expenses and a promised product), 2) be willing to take leadership roles where needed, 3) accepting the responsibility to complete all duties assigned, and 4) be a positive example while decisions regarding theme, cover, page designs are being made. Agreement comes when those working on the project respect each other, allow differing points of view, and can compromise. This is NOT an easy process and sometimes it takes several weeks to come to an agreement. During that time, a positive attitude/example helps to meld yearbook staff members as individuals into the “group” that is needed to successfully complete the yearbook with which they are proud. First semester, students become knowledgeable about the business side of yearbook production by reviewing previous year's advertisers soliciting them for the current year's annual. Records are then kept on money received and style & size requested. Yearbook vocabulary is reviewed and class lessons on copy, caption and headline writing are given with writing assignments assigned. Lessons are also taught on picture taking and students are to make plans to get photographs for the year's school events. Workshops are attended to give students the latest ideas regarding new trends in yearbook design and computer information for the PageMaker program. Meetings with yearbook publisher representatives provide additional information on new options for yearbook theme and yearbook cover decisions. During the first nine weeks, students compile information for the Homecoming Program, then design a cover and prepare the program for Homecoming Football game. During the second nine weeks, the first 16 pages (1<sup>st</sup> deadline) of the Yearbook are begun. Those pages are to be completed prior to Christmas break. In addition, the Yearbook Theme and Cover design are chosen along with colors for senior pages, etc. Second semester the deadlines for the remaining yearbook pages come rapidly and must be met. Students must master completing all the elements of the pages for mailing. Students are graded on the ability to work together and with the teacher to complete yearbook pages & assignments.

Responsible students excelling in the communication arts (writing skills, artistic skills) may make application. All applications submitted to instructor for final roster choice. Class size limited to 6.

Objectives	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Become familiar with Journalism as a career field, vocabulary and writing styles for captions, headlines, and copy as well as the Desktop publishing computer programs used to produce the Homecoming program and yearbook. They will also devise and implement an advertising / sales campaign.</li> </ol>
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	2. Be required to complete all yearbook pages as assigned including designing and producing their assigned pages, arranging for or taking the pictures needed for the pages, writing all captions, headlines, and copy for pages assigned, and preparing all pages for deadlines.
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## ENGLISH DEPARTMENT

English 9	9 <sup>th</sup> Grade Required: Yearlong	Course Number: 700
This course is a study of the basic literary foundation, including student evaluations and criticisms of literature, and other technical aspects of language. The course will also provide a thorough review of basic communication skills: grammar, punctuation, and spelling.		
Objectives	<u>Grammar Objectives:</u>  Students will: <ol style="list-style-type: none"> <li>1. Identify the eight parts of speech on the basis of the ways they function in sentences and will use them effectively in their own writing</li> <li>2. Classify sentences according to structure and purpose</li> <li>3. Recognize sentence fragments and run-on sentences and will correct them through several methods</li> <li>4. Understand and use the major rules of punctuation in their own writing</li> <li>5. Be able to develop speaking and listening skills.</li> </ol> <u>Literature Objectives:</u> Students will understand and be able to use their reading skills and apply them to reading a variety of literary terms, be able to recognize, understand, or make use of vocabulary skills, and be able to understand and practice thinking, speaking, listening, and writing skills.	

English 10	10 <sup>th</sup> Grade Required: Yearlong	Course Number: 701
English 10 first semester is a class designed to educate the student about the specifics of being a successful writer and the importance of this skill. Students will be learning about the Six Traits of Good Writing and putting them into practice will help students to write better in all of their classes as well as in most future occupations. English 10 second semester will be focused around the concept that reading is a fundamental skill. The subject matter of this class is human experience comprehended and expressed in language; learning in the English classroom is a creative act; recognizing the encounter between the student and the material; and an integration of several aspects of the English language arts program.		
Objectives	<i>First Semester</i> <ol style="list-style-type: none"> <li>1. Identify different types of phrases and clauses that are often written as sentences</li> <li>2. Revise sentence fragments by making them complete sentences.</li> </ol>	

	<p><i>Second Semester</i></p> <ol style="list-style-type: none"> <li>1. Read several different works and utilize the following terms in analysis: novel, drama, theme, symbolism, plot, characterization, conflict, setting, irony, and personification</li> <li>2. Read two self-selected works and create an original presentation: 6-8 minutes in length with at least one original visual, a written summary of the literary work, a script of the presentation</li> <li>3. Analyze peer presentations and write a report about individual and group efforts</li> <li>4. Compose several comparison-contrast essays be able to understand the following thinking skills: classifying, generalizing, synthesizing and evaluating.</li> </ol>
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AMEX	11 <sup>th</sup> Grade Required: Yearlong	Course Number: 90067
<p>The American Experience class is an integrated approach to teaching American History, American Literature, Art and Music. Many concepts and processes of learning are interrelated and applying an interdisciplinary approach to discovering that learning is not an isolated event between four walls will draw connections. The course is designed to provide a variety of learning experiences and activities while teaching American Literature and American History that will accommodate the different learning styles of students. Writing will be a major means of assessment. Each class period will start with a reflection on the topic of the day. Students will keep a journal (the content of which will include a variety of responses to their learning experiences) that will be due periodically throughout each quarter of the American Experience class.</p>		
Objectives	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Be exposed to a variety of books, periodicals, speakers, and films</li> <li>2. Create time lines, group presentations, as well as, individual presentations for the time periods studied in American History and American Literature (Art and Music) throughout the school year</li> <li>3. Have the opportunity to write, perform plays, skits, songs, dances, produce works of Art, conduct interviews, engage in substantive research, write journals, and in many other ways, produce evidence of what they have learned by applying their new knowledge</li> <li>4. Be given the opportunity to realize the E-M Mission statement: The Mission of the Elmwood Murdock Public Schools is to empower all students to achieve success. This mission is supported by the belief that learning is a lifelong active process in which all students can succeed. The role of the school is to enable students to learn at their full potential in order to function responsibly in a changing society. Each student is unique and has individual learning needs and styles.</li> </ol>	

Senior English	12 <sup>th</sup> Grade Required Option: Yearlong	Course Number: 203
<p>Senior English is designed to provide skills and knowledge (through reading, writing, and</p>		

research), needed for effective communication (oral and written) to achieve personal goals and prepare for post high school education. The course counts as English credit at major universities and for the NCAA Clearinghouse.

Objectives

Students will:

1. Become more proficient in the use of English grammar, punctuation, sentence structure, vocabulary, spelling, and specific writing strategies
2. Become more proficient at reading and gathering information and then preparing the researched material for a term paper (complete with bibliography, footnotes, and other required research paper items)
3. Become more proficient in listening and writing relative to verbal, non-verbal, and written means of human relation skills

COMP	12 <sup>th</sup> Grade Required Option: Semester One	Course Number: 700
This course is a study of the basic literary foundation, including student evaluations and criticisms of literature, and other technical aspects of language. The course will also provide a thorough review of basic communication skills: grammar, punctuation, and spelling.		
Objectives	<p><u>Grammar Objectives:</u></p> <p>Students will:</p> <ol style="list-style-type: none"> <li>1. Identify the eight parts of speech on the basis of the ways they function in sentences and will use them effectively in their own writing</li> <li>2. Classify sentences according to structure and purpose</li> <li>3. Recognize sentence fragments and run-on sentences and will correct them through several methods</li> <li>4. Understand and use the major rules of punctuation in their own writing</li> <li>5. Be able to develop speaking and listening skills.</li> </ol> <p><u>Literature Objectives:</u></p> <p>Students will understand and be able to use their reading skills and apply them to reading a variety of literary terms, be able to recognize, understand, or make use of vocabulary skills, and be able to understand and practice thinking, speaking, listening, and writing skills.</p>	

Modern Literature	12 <sup>th</sup> Grade Required Option: Semester Two	Course Number: 700
This course is a study of the basic literary foundation, including student evaluations and criticisms of literature, and other technical aspects of language. The course will also provide a thorough review of basic communication skills: grammar, punctuation, and spelling.		
Objectives	<p><u>Grammar Objectives:</u></p> <p>Students will:</p> <ol style="list-style-type: none"> <li>1. Identify the eight parts of speech on the basis of the ways they function in sentences and will use them effectively in their own writing</li> <li>2. Classify sentences according to structure and purpose</li> <li>3. Recognize sentence fragments and run-on sentences and will correct them through several methods</li> <li>4. Understand and use the major rules of punctuation in their own writing</li> <li>5. Be able to develop speaking and listening skills.</li> </ol> <p><u>Literature Objectives:</u></p> <p>Students will understand and be able to use their reading skills and apply them to reading a variety of literary terms, be able to recognize, understand, or make use of vocabulary skills, and be able to understand and practice thinking, speaking, listening, and writing skills.</p>	

**Applied Arts: FAMILY AND CONSUMER SCIENCE DEPARTMENT**

C4C-Curriculum for Careers	9 <sup>th</sup> Grade Required: Semester One	Course Number: 203 CEHUMAN NDE: 320400
Life Skills provides a comprehensive instruction in all areas of family living. Units of study include: life-long learning (careers), personal growth, family money management, consumer education, food and nutrition, textiles clothing and design. Activities include: Career research, basic clothing construction, food preparation, and money management simulation.		
Objectives	<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Identify career options</li> <li>2. Identify interests and abilities</li> <li>3. Identify personality types and the relationship between personality and careers</li> <li>4. Reconcile a checking account</li> <li>5. Prepare a budget</li> <li>6. Identify the major classes of nutrients and explain the uses within the body</li> <li>7. Use the food guide pyramid to assess diet adequacy</li> <li>8. Name food sources of principal nutrients</li> <li>9. Construct a basic sewing project.</li> </ol> <p>In addition, students will take the Career Planning Survey to help them identify their abilities, interests, and personality traits. They will experience resume writing, and write a career paper.</p>	

Intro to FCC	9 <sup>th</sup> Grade Required: Semester Two	Course Number: 090002 CEHUMAN NDE: 090002
Life Skills provides a comprehensive instruction in all areas of family living. Units of study include: life-long learning (careers), personal growth, family money management, consumer education, food and nutrition, textiles clothing and design. Activities include: Career research, basic clothing construction, food preparation, and money management simulation.		
Objectives	<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Understand and utilize life strategies</li> <li>2. Describe the functions of the family</li> <li>3. Explain the types of families</li> <li>4. Describe roles and relationships including those in the family</li> <li>5. Demonstrate appropriate communication skills</li> <li>6. Recognize the challenges facing families today</li> <li>7. Reflect on traits of strong and effective individuals and families.</li> </ol>	

Advanced Adult Living – Parenting Decisions	12 <sup>th</sup> Grade Required: Semester	Course Number: 090117 CEHUMAN NDE: 090117
Parenting class is designed to study parenting as it relates to the rewards and responsibilities involving in fostering warm and loving human relationships between parents and children. Thus ensuring that children’s developmental needs are fulfilled and their rights are protected. Appropriate parenting guidance and discipline models are explored.		
Objectives	Students will be able to:	

	<ol style="list-style-type: none"> <li>1. Recognize factors involved in the decision to parent</li> <li>2. Explain the importance of prenatal care, the fertilization process, the birth process and recognize the risks of pregnancy</li> <li>3. Discuss appropriate parenting practices and explain the significance of the parenting role on the development of the child</li> <li>4. Recognize the challenges of special needs children</li> <li>5. Receive CPR instruction with option of certification.</li> </ol>
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Advanced Adult Living – Parenting Decisions	11 <sup>th</sup> or 12 <sup>th</sup> Grade Elective: Yearlong	Course Number: 090117 <b>CEAFNRS NDE: 090107</b>
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Foods and Nutrition provides instruction on nutrition as it relates to the total wellness, meal planning and food preparation. Students prepare foods approximately once a week to learn basic preparation principles, experiment with and provide new experiences

Class size limited to 14

Objectives	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. Relate how nutrition knowledge may be of value to each person</li> <li>2. Identify the major classes of nutrients, the food sources of principal nutrients and be able to explain the use of nutrients in the body</li> <li>3. List factors that affect the amount of nutrients needed</li> <li>4. List factors that influence food choices and discuss how the Food Guide Pyramid is used to assess diet adequacy</li> <li>5. Use nutritional labeling to evaluate food products</li> <li>6. Be able to plan nutritious meals and snacks</li> <li>7. Describe dietary practices the may reduce the risk of major chronic diseases</li> <li>8. Evaluate the safety of popular diets and recognize signs of eating disorders</li> <li>9. Give examples of appropriate food intake during athletic training and competition</li> <li>10. Develop skill in evaluating the accuracy of nutrition information</li> <li>11. Evaluate the effects of food advertising.</li> </ol>
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## Applied Arts: Fine Arts DEPARTMENT

Art I- Art Foundations	9 <sup>th</sup> -12 <sup>th</sup> Grade Elective: Yearlong	Course Number: 407 (CEACOMM)
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This is a beginning art course designed to introduce students to art.

Objectives	<p>Students will:</p> <ol style="list-style-type: none"> <li>1. acquire basic knowledge of the art elements and principles.</li> <li>2. explore a variety of art media, along with art history, criticism and aesthetics.</li> </ol>
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	Lab Fee: None	
Art II	10 <sup>th</sup> -12 <sup>th</sup> Grade Elective: Yearlong	Course Number: 408 (CEACOMM)
This course will include an introduction to pottery, printmaking and sculpture techniques along with basic drawing and design principles.		
Prerequisite: Art Foundations		
Objectives	Students will: <ol style="list-style-type: none"> <li>1. Learn what constitutes a studio production class</li> <li>2. Continue gaining experience with art history, criticism and aesthetics through an integration with studio processes.</li> </ol>	
	Lab Fee: \$10.00	
Art III	10 <sup>th</sup> -12 <sup>th</sup> Grade Elective: Yearlong	Course Number: 409 (CEACOMM)
This course will include an introduction to pottery, printmaking and sculpture techniques along with basic drawing and design principles.		
Prerequisite: Art Foundations		
Objectives	Students will: <ol style="list-style-type: none"> <li>1. demonstrate proficiency in using a variety of 2 – D media and processes: pencil, chalk, charcoal, pastel, watercolor and acrylic</li> <li>2. use art elements and principles to create expressionism, abstraction and realism</li> <li>3. work with art history, aesthetics and criticism.</li> </ol>	
	Lab Fee: \$10.00	
Independent Art	11 <sup>th</sup> -12 <sup>th</sup> Grade Elective: Yearlong	Course Number: 409 (CEACOMM)
This course is for the serious art student interested in building a master portfolio for further study of art at the college level.		
Prerequisite: Art Foundations, Mixed Media, Drawing and Painting, and permission from the E-M Art teacher		
Objectives	Student will continue to: <ol style="list-style-type: none"> <li>1. develop the quality of his/her art work</li> <li>2. be able to analyze and discuss his/her own art work with others by utilizing critical decision making skills when creating art</li> <li>3. Work in conjunction with art teacher for basic take home materials. Projects above and beyond what the school provides must be paid by the student on a per project basis</li> <li>4. There is an opportunity for seniors to hold a senior art exhibit.</li> </ol>	
	Lab fee: \$10.00	

<b><u>Vocal Music</u></b>	9 <sup>th</sup> -12 <sup>th</sup> Grade Elective: Yearlong	Course Number: 1202 (CEACOMM)
<p>This is a performance-based class. Students study and perform choral and solo literature of various musical styles and periods. Students continue to develop good vocal and choral technique while preparing for public performances, honor choirs, and contest situations.</p> <p><b>Prerequisite:</b> Because this is an advanced level course, participating students must have permission from the instructor. An audition may be required. Auditioning students will demonstrate the ability to sing a scale in their vocal range acappella (without accompaniment), ascending and descending. Demonstrate a basic knowledge of reading music, and be able to identify basic notation. Students may be asked to sing a song that they know well.</p>		
Objectives	<p>Student will:</p> <ol style="list-style-type: none"> <li>1. use correct and healthy tonal production</li> <li>2. develop part-singing skills as they prepare and perform music.</li> <li>3. Interested students will explore additional performing opportunities outside of class.</li> </ol> <p>Lab fee: \$10.00</p>	

<b><u>Instrumental Music</u></b>	9 <sup>th</sup> -12 <sup>th</sup> Grade Elective: Yearlong	Course Number: 706 (CEACOMM)
<p>High School Instrumental Music is a performance-based course that offers students experience in music performance, listening and analysis in numerous venues. Students are expected to read, understand and perform music of various genres, have a general knowledge of music history and possess an appreciation for music and all of the arts.</p>		
Objectives	<p>Students will be able to:</p> <ol style="list-style-type: none"> <li>1. Develop an understanding and appreciation for music and its role in history,</li> <li>2. Develop and become skilled on his/her instrument and be able to read and interpret music,</li> <li>3. Be able to critically listen to musical performances,</li> <li>4. Foster respect for his/her peers.</li> </ol>	

## WORLD LANGUAGE DEPARTMENT

<b><u>Spanish I</u></b>	9 <sup>th</sup> -12 <sup>th</sup> Grade Elective: Yearlong	Course Number: 500 (CEACOMM)
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Students in first year Spanish will be able to communicate and respond to information, ask questions, express opinions, support opinions, make suggestions and recommendations, provide and request clarification, give and follow directions in oral and written context using culturally appropriate practices. They will connect with other disciplines, observing the nature of the target language and participate in target language activities in the community. Students will receive vocabulary, grammar, structure, idioms, data and resources necessary to master the language. Classes will be conducted in the target language.

Objectives

First year Spanish students will:

- 1) Communicate in the Spanish language by learning to understand, speak, write and respond in Spanish
- 2) Gain knowledge and understanding of another culture and this will help them to see the ways of living, world views and contributions of communities other than the one where they live
- 3) Acquire new ideas, information and depth of knowledge into other subject areas as the student's Spanish proficiency increases become aware of the similarities/differences between English and Spanish
- 4) learn to look at English and their culture from a new perspective and be inspired to seek more information about the Spanish language/culture outside of the school setting.

<b>Spanish II</b>	10 <sup>th</sup> -12 <sup>th</sup> Grade Elective: Yearlong	Course Number: 502 (CEACOMM)
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Students in second year Spanish will be expanding upon their usable skills in the target language and cultural awareness will continue to be developed through increased knowledge and experiences. During class, students will be expected to use the target language effectively and appropriately in a range of situations for a variety of purposes. Career options using the target language will also be explored. Classes will be conducted in the target language.

Students must have successfully completed a full year of Spanish 1.

<b>Objectives</b>	<p>Spanish 2 will focus on five goals: communication, culture, connections, comparisons and communities.</p> <p>Students will:</p> <ol style="list-style-type: none"> <li>1) Engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions</li> <li>2) Understand and interpret written and spoken language on a variety of topics</li> <li>3) Convey information, concepts, and ideas to listeners and readers for a variety of purposes</li> <li>4) Demonstrate an understanding of the relationship between the perspectives and practices of cultures studied and use the knowledge to interact effectively in cultural contexts</li> <li>5) Demonstrate an understanding of the relationship between the perspectives, products, and contributions of the cultures studies</li> <li>6) Reinforce and further their knowledge of the other disciplines through the target language</li> <li>7) Acquire information and perspectives through authentic materials in the target language/culture</li> <li>8) Recognize that different languages use different patterns to communicate and can apply this knowledge to their own language</li> <li>9) Recognize that cultures use different patterns of interaction and can apply this knowledge to their own culture</li> <li>10) Use the language both within and beyond the school setting for a variety of purposes.</li> </ol>
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<b>Spanish III</b>	11 <sup>th</sup> -12 <sup>th</sup> Grade Elective: Yearlong	Course Number: 501 (CEACOMM)
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This course will be mainly taught in Spanish.

Prerequisite: Students must have successfully completed Spanish I, II, successfully met competency criteria, and have recommendation by the instructor.

<b>Objectives</b>	In this course students will develop their oral skills, having conversations in Spanish every day. Students will be able to express their opinion about actual events, talk about events that happened in the past and about their future plans. They will also be able to give and follow commands, and express desires. Complex grammar (preterite, imperfect, formal and informal commands, future, conditional, direct and indirect objects, reflexives, and subjuntivo) will be taught in this course. Their vocabulary will be expanded with colloquial expressions and idioms. Cultural facts of Spanish speaking countries and communities will be enforced
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## Applied Arts: INDUSTRIAL ARTS DEPARTMENT

<b><u>Introduction to Construction, Design and Manufacturing</u></b>	11 <sup>th</sup> -12 <sup>th</sup> Grade Elective: One Semester (S1)	Course Number: 100100 <b>CEARCCON</b>
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This course is designed to introduce the students to actual building construction.

Limited: 12 students

<b>Objectives</b>	Students will design a house, create floor plans, create elevation views, and read blueprints. A scaled version of a house will be built. During second semester students will build projects that may include sheds and/or a gazebo, and a personal project of their choice.
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<b><u>Principles of Construction Technology</u></b>	11 <sup>th</sup> -12 <sup>th</sup> Grade Elective: One Semester (S2)	Course Number: <b>CEARCCON</b>
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### **Summary Needed**

Limited: 12 students

<b>Objectives</b>	.
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<b><u>Advanced Adult Living-Home Maintenance</u></b>	12 <sup>th</sup> Grade Requirement: One Quarter (1 of 3 courses in Adult Living)	Course Number: 604 <b>CEARCCON</b>
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This course presents basic skills to the students in how to maintain and repair their residences. The course is designed to provide economical and up-to-date methods for providing a safe environment for family members. The course consists of both lecture and

lab work. Areas of instruction include: home safety, basic hand tools, fasteners, structural parts of the Home, roof/gutter repair, concrete/masonry interior wall repair, water systems, electrical, auto care and maintenance.

Objectives	Students will learn basic information to help them maintain and repair various items in their apartments or residence, and their vehicle.
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**Architectural Drafting**

10-12 Grade  
Elective: One Year

Course Number: 100141  
**CEARCCON**

This course presents basic skills to the students in how to maintain and repair their residences. The course is designed to provide economical and up-to-date methods for providing a safe environment for family members. The course consists of both lecture and lab work. Areas of instruction include: home safety, basic hand tools, fasteners, structural parts of the Home, roof/gutter repair, concrete/masonry interior wall repair, water systems, electrical, auto care and maintenance.

Maximum of 8 students.

Objectives	Students will design and plan within set limits as to dollar amounts spent.
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**MATH DEPARTMENT**

Algebra I

9-12 Grade  
Required: Year Long

Course Number: 800

Algebra I is the first year introduction to the formal language and methods of mathematics. Student's use of problem solving techniques and applications of the properties of real numbers is emphasized. Students will become familiar with the concept of a variable/variables and develop techniques to manipulate mathematical equations and inequalities. Students develop skills to translate verbal expressions into mathematical symbols. They then develop many different problem solving techniques in finding solutions to diverse problems in their every day lives. They also will develop problem solving, critical thinking, and conceptual learning skills through cooperative learning strategies with other students.

Objectives

Students will:

1. Translate verbal expressions into mathematical expressions, equations and inequalities
2. Perform estimation and computations of real numbers mentally, with paper and pencil, and technology
3. Describe and compare relationships between subsets of real numbers,
4. Express equivalent forms of numbers using exponents, scientific notation, absolute values, fractions, decimals, and percents
5. Develop techniques of adding, multiplying, factoring, and simplifying polynomials
6. Apply coordinate geometry to locate and describe objects algebraically
7. Interpret algebraic equations and inequalities graphically

	8. Apply and solve problems involving equations and inequalities 9. Factor and solve quadratic equations 10. Apply and solve problems using patterns, algebraic expressions, polynomials, functions, direct and indirect variations, order of operations, properties of real number system demonstrate knowledge and use of the one-and two-dimensional coordinate systems and graph linear equations 11. Apply algebraic concepts and algebraic operations to solving problems 12. Describe and represent relations using tables, graphs and rules, 13. Describe and compare the relationships among all subsets of real numbers
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<b>Geometry</b>	9-12 Grade Required: Year Long	Course Number: 800
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Algebra I is the first year introduction to the formal language and methods of mathematics. Student's use of problem solving techniques and applications of the properties of real numbers is emphasized. Students will become familiar with the concept of a variable/variables and develop techniques to manipulate mathematical equations and inequalities. Students develop skills to translate verbal expressions into mathematical symbols. They then develop many different problem solving techniques in finding solutions to diverse problems in their every day lives. They also will develop problem solving, critical thinking, and conceptual learning skills through cooperative learning strategies with other students.

Objectives	Students will: <ol style="list-style-type: none"> <li>1. Translate verbal expressions into mathematical expressions, equations and inequalities</li> <li>2. Perform estimation and computations of real numbers mentally, with paper and pencil, and technology</li> <li>3. Describe and compare relationships between subsets of real numbers,</li> <li>4. Express equivalent forms of numbers using exponents, scientific notation, absolute values, fractions, decimals, and percents</li> <li>5. Develop techniques of adding, multiplying, factoring, and simplifying polynomials</li> <li>6. Apply coordinate geometry to locate and describe objects algebraically</li> <li>7. Interpret algebraic equations and inequalities graphically</li> <li>8. Apply and solve problems involving equations and inequalities</li> <li>9. Factor and solve quadratic equations</li> <li>10. Apply and solve problems using patterns, algebraic expressions, polynomials, functions, direct and indirect variations, order of operations, properties of real number system demonstrate knowledge and use of the one-and two-dimensional coordinate systems and graph linear equations</li> <li>11. Apply algebraic concepts and algebraic operations to solving problems</li> <li>12. Describe and represent relations using tables, graphs and rules,</li> <li>13. Describe and compare the relationships among all subsets of real numbers</li> </ol>
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**Course Title:**

Prerequisite: Students must have successfully completed Algebra 1.

Grade Level: 9-12

Length of course: 1 Year (graduation requirement)

Course Number: 801

This course is for students who have successfully completed Algebra 1 and have the permission of the instructor. Student's problem solving skills, using inductive and deductive reasoning is emphasized. Students will develop their own portfolios where they discover specific properties and then make conjectures about their discoveries. Although there are a wide variety of problems covered, the following topics will be included: Line and Angle Properties, Triangle Properties, Polygon Properties, Circles, Transformations and Tessellations, Area, Volume, and the Pythagorean Theorem. A set of geometric tools (protractor, compass, and straightedge) is required for this class.

**Objectives:** Students will: 1) Keep a notebook of the many definitions and conjectures in geometry, practice drawing skills and construct many different figures by creating geometric models to describe the physical world, 2) Discover the properties on lines, polygons and circles, 3) Calculate perimeter and area of two-dimensional shapes and surface area and volume of three-dimensional shapes, 4) Evaluate characteristics and properties of two and three-dimensional shapes, 5) Apply geometric properties to solve problems and use inductive and deductive reasoning to arrive at a conclusion.

**Course Title: Geometry 9**

Prerequisite: Students must have successfully completed Algebra 8 and have instructor's approval.

Grade Level: 9-12

Length of course: 1 Year (graduation requirement)

Course Number: 824

This course is for students who have successfully completed Algebra 1 and have the permission of the instructor. Student's problem solving skills, using inductive and deductive reasoning is emphasized. Students will develop their own portfolios where they discover specific properties and then make conjectures about their discoveries. Although there are a wide variety of problems covered, the following topics will be included: Line and Angle Properties, Triangle Properties, Polygon Properties, Circles, Transformations and Tessellations, Area, Volume, and the Pythagorean Theorem. A set of geometric tools (protractor, compass, and straightedge) is required for this class.

**Objectives:** Students will: 1) Keep a notebook of the many definitions and conjectures in geometry, practice drawing skills and construct many different figures by creating geometric models to describe the physical world, 2) Discover the properties on lines, polygons and circles, 3) Calculate perimeter and area of two-dimensional shapes and surface area and volume of three-dimensional shapes, 4) Evaluate characteristics and properties of two and three-dimensional shapes, 5) Apply geometric properties to solve problems and use inductive and deductive reasoning to arrive at a conclusion.

**Course Title: Algebra II**

Prerequisite: Students must have successfully completed Algebra 1. Grade Level: 9-12

Length of course: 1 Year (graduation requirement)

Course Number: 804

Algebra 2 is extension of topics covered in Algebra 1. Students are to connect and integrate the methods of mathematics to problems in the real world. Linear equations, inequalities, and quadratic equations will be studied in depth. Additional topics will include: statistics, advanced graphing techniques, complex numbers, radical expressions, and determinants.

Objectives: Students will: 1) Apply coordinate geometry to locate and describe object algebraically, 2) Evaluate and simplify expressions, 3) Display and interpret data using line plots and stem-and-leaf plots, 4) Solve equations, inequalities, and graph both; 5) Identify different types of relations and functions, 6) Find slope, intercepts, of linear equations, 7) Derive, graph, find scatter plots, using linear equations, 8) Solve systems of linear equations and inequalities and Linear Programming problems, 9) Add and multiply matrices and use matrices in linear systems, 10) Explore and solve quadratic equations and inequalities, 11) Interpret data represented by the normal distribution and formulate conclusions, 12) Analyze and graph parabolas and circles, 13) Analyze polynomial functions.

### **Course Title: Advanced Algebra II**

Prerequisite: Students must have successfully completed Algebra I and Geometry.

Grade level: 9 - 12

Length of Course: 1 year

Course Number: 826

This course builds on the skills and concepts acquired in earlier algebra and geometry classes. The skills and concepts specifically included in instruction are: solving equations, simplifying expressions, graphing geometric shapes, working with arithmetic and geometric sequences, trigonometric equations and probabilities. A graphing calculator is required.

**\*In those instances where a student may have successfully completed Algebra II , but does not demonstrate the necessary proficiency levels or skill sets needed for success in Advanced Algebra II, in the opinion of the instructor, permission from administrator or designee will be required.**

### **Course Title: Pre-Calculus**

Prerequisite: Students must have successfully completed Algebra 2 and have the permission of the instructor.

Grade Level: 9-12

Length of course: 1 year

Course Number: 806

This course is an extension of the topics covered in Algebra 2 in addition to, Trigonometry and Statistics. A graphing calculator is required. Outline of topics covered: 1st Quarter: Linear equations, conic sections, functions and mathematical modeling using functions. 2nd Quarter: Trigonometry. This sections reviews angles and angle measurement and builds on that knowledge to explore the trigonometric functions. Students then use the trig functions in solving real world problems. 3rd Quarter: Covers different methods of solving equations and inequalities, complex numbers, exponential and logarithmic functions, and Polar Coordinates, De Moiré's Theorem. 4th Quarter: Covers Combinatorics, Statistics and Probability.

Objectives: Students will: 1) Define and apply relations, functions; find inverses and form composites, 2) Use functions that represent real world relations, 3) Solve exponential

growth and decay problems, 4) Use De Moiré's Theorem to find roots, 5) Apply right triangle trigonometry to find length, angle measure, area, and volume, 6) Determine amplitude, period, and phase shift of periodic the functions, 7) Select a sampling technique to gather data, analyze the resulting data and make inferences, 8) Apply theoretical probability to represent problems and make decisions, 9) Interpret data represented by the normal distribution and formulate conclusions, 10) Calculate probabilities of independent events.

**Course Title: Calculus**

Prerequisite: Students must have successfully completed Pre-Calculus and have the permission of the instructor.

Grade Level: 9-12

Length of course: 1 year

Course Number: 805

Calculus first semester prepares students in differential calculus (reviewing functions and graphs) and covers the following: limits of functions, the derivative, rules for finding derivatives, implicit differentiation, related rates, optimization, graphing functions using the first and second derivative, anti-derivatives, finding areas, and volumes, applications of the definite integral. Second semester prepares students in integral calculus and covers the following: logarithmic and exponential functions (differentiation and integration), derivatives of inverse functions, derivatives and integral of other transcendental functions, techniques of integration, indeterminate forms, improper integrals, and infinite series.

Objectives: The goal and objective of this course is to introduce students to college level mathematics. It is important for those students who are planning on attending a four-year college and majoring in Engineering, Mathematics, Statistics, or Pre-Professional majors.

**PHYSICAL EDUCATION & HEALTH DEPARTMENT**

**COURSE:PE II**

Grade Level: 9

Length of course: 1 Year

Course Number: 907, Dept. of Ed. course code 080300

This course focuses on personal health with emphasis on health-related fitness. Students will work on exercise, cardiovascular, body composition, strength, endurance, and flexibility. Students engage in fitness activities based on their fitness level. A variety of fitness, skills, individual, and field activities will promote the development of lifetime fitness leisure skills.

Objectives: Students will: 1) Demonstrate competency in many movement forms and proficiency in a few movement forms, 2) Exhibit a physically active lifestyle, 3) Achieve and maintain a health-enhancing level of physical fitness, 4) Demonstrate responsible personal and social behavior in physical activity settings, 5) Demonstrate understanding and respect for differences among people in physical activity settings, 6) Develop an understanding of the rules and history of these lifetime activities: basketball, darts, fly fishing, Frisbee golf, hockey, pillow polo, volleyball, and wellness., 7) Understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

**COURSE: PE III**

Grade Level: 9-11

Length of course: 1 Year

Course Number: 908, Dept. of Ed. course code 080400

This course provides instruction provides on lifetime activities, target heart rate and maximum heart rate. The major goal of physical education is to help students develop social skills, develop a goal of lifetime fitness and acquire knowledge of lifetime activities. Study guides will be handed out for written tests. There will also be oral reports.

Objectives: Students will: 1) Demonstrate competency in many movement forms and proficiency in a few movement forms, 2) Exhibit a physically active lifestyle, 3) Achieve and maintain a health-enhancing level of physical fitness, 4) Demonstrate responsible personal and social behavior in physical activity settings, 5) Demonstrate understanding and respect for differences among people in physical activity settings, 6) Develop an understanding of the rules and history of lifetime activities, i.e. badminton, pickleball, archery, tennis, bowling, softball, team handball, and walking, 7) Understand that physical activity provides the opportunity for enjoyment, challenge, self-expression, and social interaction.

**COURSE: PE IV**

Grade Level: 10 -12

Length of course: 1 year.

Course Number: 903

This course provides instruction on the five components of physical fitness (cardio-respiratory endurance, muscular strength, muscular endurance, flexibility and body composition). This will be accomplished through activities such as walking, running, stretching, weight training and aerobics. Individualized programs will be designed to fit each student's needs.

Objectives: Students will: 1) Achieve and maintain a health-enhancing level of physical fitness, 2) Demonstrate proper lifting techniques, 3) Demonstrate proper weight room safety, 4) Identify the importance of proper nutrition and weight training, 5) To instill the importance that regular physical activity improves strength, builds lean muscle and decreases body fat, 6) Develop an understanding of cardio-respiratory endurance, muscular strength, muscular endurance, flexibility and body composition.

**RESOURCE CLASS OFFERINGS****Course Title: Resource classes denoted as "Basic"**

Grade Level: 9 -12

Course number and length: Varies with course needed by the student

Basic classes (English, Math, Science, Social Studies) are taught individually, or in a small group in the Resource Room. Classes are determined on an individual basis by the SPED team with core teacher consultation.

**Basic Resource classes offer modified curriculum, altering learning goals and grade level expectations.**

## **SCIENCE DEPARTMENT**

### **Course Title: Earth/Intro to Physics**

Grade Level: 9

Length of Course: 1 year (graduation requirement)

Course Number: 1007

This course involves the study of matter and energy in the Earth and space systems.

**Objectives:** Students will gain an understanding of the nature of science, scientific inquiry and the application of technology in science. Students will also gain knowledge of motion, Newton's laws of motion, field forces, such as gravity and electric force. Students will recognize that energy is conserved in the universe and energy can be transferred mechanically or by waves. Students will describe renewable energy sources and will understand human's impact on Earth. Students will be able to explain the history and climate of earth. Students will be able to describe the origins of the universe and stellar evolution.

Standards taught and tested: 12.1.1, 12.1.2, 12.1.3, 12.2.2, 12.2.3, 12.4.1, 12.4.2, 12.4.3, 12.4.4

### **Course Title: Biology**

Grade level: 10

Length of Course: 1 year (graduation requirement)

Course Number: 1001

This course provides students with the opportunity to gain a better understanding of the components of living organisms, at the molecular, cellular and individual levels, organization and relationships of living systems, and some of the effects human practices may have on these systems.

**Objectives:** Students will be able: 1) Recognize and describe the importance of a cell, and its components, 2) Communicate the importance of DNA and genes and relate the importance of genetics to society. 3) Describe and develop critical thinking skills based on the scientific evidence for the theory of evolution, 4) Explain the classification and relationship of organisms, 5) Compare different ecosystems and explain the relationships within ecosystems, 6) Discuss different aspects, both beneficial and detrimental, of human behavior as part of a global environment.

**Course Title: Chemistry**

Grade Level: 11

Length of Course: 1 year (graduation requirement beginning 2015)

Course Number: 1002

This course involves the study and investigation of matter.

**Objectives:** Students will gain an understanding of the chemical and physical properties of matter. Students will be able to distinguish between various types of matter and will be able to separate mixtures. Students will be able to describe the states of matter in terms of energy transfer as well as on the atomic level. Students will gain an understanding of chemical reactions and covalent and ionic bonding. Students will be able to distinguish the subatomic particles and identify nuclear reactions and the changes to atoms they initiate. Students will understand the underlying organization of the periodic table. Students will perform redox and acid-base reactions and examine factors affecting reaction rates and will identify the geochemical cycles that occur in nature.

Standards taught and tested: 12.1.1, 12.1.2, 12.1.3, 12.2.1, 12.3.3, 12.4.2

**Course Title: Anatomy**

**Prerequisite:** Successfully complete Biology with an 80 % or higher and have instructor's approval.

Grade level: 11-12

Length of Course: 1 year

Course Number: 1003

This course is an in-depth study of the structure and function of the human body. This includes individual research of system specific diseases and disorders.

**Objectives:** Students will be able to: 1) List the 11 general systems of the body and their basic function, 2)

Understand and recall basic anatomical terminology, 3) List the different types of body tissues, their function, and their location(s), 4)

Identify the components of the integumentary system, 5) Label the bones of the skeletal system, 6) Identify the muscles of the body and explain the process of muscular contraction, 7) Label the components of the nervous system, parts of the brain, and explain the process of a neural impulse, 8) Explain the importance of the endocrine system and hormones and identify the glands and organs associated with it,

9) Recall components of the circulatory system, including the anatomy of the heart, 10)

Compare the different cell of the lymphatic system, 11) Identify the organs of the respiratory system and describe the process of respiration, 12) Compare the functions of different organs of the digestive system.

**Course Title: Physics**

**Prerequisites:** Successfully complete Algebra I and Geometry with an 80 % or higher and have instructor's approval.

Grade Level: 11 - 12

Length of course: 1year

Course Number: 1004

Physics is the study of physical phenomena in order to establish patterns. Mechanics is the first concept presented, and it provides the basis for discussing heat and states of matter.

Wave phenomena are introduced and also used to describe sound and light. Electricity, magnetism, and electromagnetic waves follow. Atomic and nuclear physics complete the course with a discussion of quantum and elementary particle physics.

Objectives: This course will provide the opportunity to gain an understanding of the following areas of Physics: mathematical relationships, Mechanics, Heat, Light, and Motion.

## **SOCIAL STUDIES DEPARTMENT**

### **Course Title: Geography**

Grade Level: 9

Length of Course: 1 Year (graduation requirement)

### **Course Title: World History**

Grade Level: 10

Length of Course: 1Year (graduation requirement)

Course Number: 90036

Students will understand how and why key events in history occurred by examining history and regions of the globe. Key geographical themes include Location, Human/Environment Interaction, Region, Place, and Movement. Student will learn how to read a timeline, interpret and analyze maps, charts, and graphs. The textbook, WORLD HISTORY: PATTERNS OF INTERACTION, emphasized eight significant and recurring themes demonstrating that from American to Africa to Asia, people are more alike than they realize. History records that peoples have confronted similar obstacles, have struggled to achieve similar goals, and continually strive to better themselves and their world.

### **Course Title: Psychology**

Prerequisite: Students have plans to attend a two or four year college.

Grade Level: 11-12

Length of Course: 1 year

Course Number: 1100

Topics of study in Psychology include: personality, motivation, emotions, growth and development, mental health and social behavior. Some of the scientific areas of psychology that will be examined include research, statistics, sensation and perception, and physiology. The textbook, Thinking About Psychology presents psychological concepts and applications. Students will be introduced to career possibilities available to people with an interest in psychology. Some class activities will include research, demonstrations, and experiments.

“The Discovering Psychology DVD Series” is an instructional tool that helps students gain a better understanding of the many methods used in studying human behavior. The program was developed by the Stanford University Psychology Department. Through experiments, demonstrations, current research, interviews, documentary files, simulations, and computer animation, psychology emerges as a fascinating science that has uncovered many useful and surprising discoveries, and continues to challenge us into the future.

Objectives: Students will be able to:

1. Describe an experiment in which the independent variable, dependent variable, control group, and experimental group are correctly identified.
2. Describe how heredity and environment can influence behavior.
3. Explain the differences between the psychoanalytic, social psychoanalytic, behaviorist, and humanistic theories of personality.
4. Identify the four categories of mental retardation.
5. State three ways in which classical and operant conditioning differ.
6. Compare the stresses people confront at different stages of their lives and describe six ways of controlling stress.

**Course Title: AMEX English/American History 11**

Grade Level: 11

Length of Course: 1 year (graduation requirement)

Course Number: 90067

The American Experience class is an integrated approach to teaching American History, American Literature, Art and Music. Many concepts and processes of learning are interrelated and applying an interdisciplinary approach to discovering that learning is not an isolated event between four walls will draw connections. The course is designed to provide a variety of learning experiences and activities while teaching American Literature and American History that will accommodate the different learning styles of students. Writing will be a major means of assessment. Each class period will start with a reflection on the topic of the day. Students will keep a journal (the content of which will include a variety of responses to their learning experiences) that will be due periodically throughout each quarter of the American Experience class.

Objectives: American History: 1) Describe how early European exploration and colonization in America resulted in social, economic, and cultural interactions between previously unconnected peoples, 2) Explain how the values and institutions of European economic life took root in the colonies, 3) Explain how slavery re-shaped European and African life in the Americas, 4) Identify the causes of the American Revolution and recognize the reasons for the American victory, 5) Describe United States territorial expansion between 1801 and 1861 and how it affected relations with external powers and Native Americans, 6) Identify major causes of the Civil War and the effects it had on the American people, 7) Explain how the Industrial Revolution and increasing immigration affected the American people, 8) Define the changing role of the United States in world affairs through World War, 9) Identify the causes of the Great Depression and how it affected American society, 10) Describe the causes and effects of World War II and its reshaping of the U.S. role in world affairs, 11) Explain how the Cold War and conflicts in Korea and Vietnam influenced domestic and international politics, 12) Recognize the struggle for racial and gender equality and the extension of civil liberties in America, 13) Discuss recent developments in foreign and domestic politics.

**Course Title: Government**

Grade Level: 12

Length of Course: 1 semester (alternating quarters with Critical Issues) (graduation requirement)

Course Number: 1101

The course focuses on the structure of National and State Governments. The foundations of the American government system, including the Constitution and Bill of Rights are carefully examined, as well as, state and local governments are studied as an instrumental and effective means of providing for an orderly society. The student will be introduced to various learning activities that will include role-playing, debate, critical thinking, simulation, problem solving, analysis of Supreme Court decisions, and current events. Hands on activities will involve all students, create interest, and motivate students to succeed.

Objectives: Students will: 1) Explain the basic principles of democracy, socialism, and communism as political/economic systems, 2) Understand why compromise was essential to the drafting and ratification of the U.S. Constitution, 3) demonstrate an understanding of the concept “Due Process of Law”, 4) Understand the structure of Congress, its terms and sessions, the composition of its two houses, and the selection, qualifications, backgrounds, compensation, and privileges of its members. 4) Examine Presidential qualifications, term of office, succession (both in cases of vacancy and disability) and trace the nomination and election process, 5) Describe the basic functions of the Supreme Court and how cases are heard.

### **Course Title: Critical Issues**

Grade Level: 12

Length of course: 1 semester (alternating quarters with American Government) (graduation requirement)

Course Number: 205

Students enrolled in Critical Issues will spend nine weeks during first semester exploring the following units of study: community service, careers (including searches of possible areas of study or jobs, colleges, scholarship and job application. The second nine weeks will be devoted to taxation and meeting management as well as completing a senior project dealing with their choice of job or course of study after high school graduation. At the conclusion of these nine weeks, each senior will present their project to a panel of adults consisting of the teacher, their mentor or another faculty member and a community member.

Objectives: Students will be expected to develop a portfolio suitable for expanding throughout their lifetime. Seniors will present their portfolio and senior project to a panel of individuals and participate in an exit interview.

## **Career Academy Courses for Dual Credit with Southeast CC**

Financial arrangements for all Academy courses:

One half of the student’s registration fee is paid by Southeast CC and one half of the registration fee is paid by Elmwood-Murdock Public School. Students complete their registration process by submitting a check for one half of the registration fee. The check is to be held, not cashed, **to be returned to the student upon successful completion of the course, thereby making the course free to the student.**

**Any student failing the course will have their check cashed, as repayment for the one half of the registration initially paid by Elmwood-Murdock Public School on their behalf.**

**Course Title: Introduction to Early Childhood Education ONLINE (CEHUMAN)  
ECED 1150 3 SCC credits 5 E-M credits NOT OFFERED 2012-13 or 2013-14  
Grade Level: 12**

Length of course: 1 semester (offered first semester)

This course is offered for dual credit.

An overview of early childhood education. History, trends, the philosophies of various programs, diversity, inclusion, licensing standards, current legislation, professionalism, and advocacy are examined. (This course required for Early Childhood Degree at SCC.) One hour of preschool lab each week at Elmwood Elementary Preschool is part of the requirement.

**Course Title: Introduction to Health Careers/Medical Terminology I (CEHEALTH)  
MEDA110 3 SCC credits 5 E-M credits NOT OFFERED 2013-14  
Grade Level :11-12**

Length of course: 1 semester (offered first semester)

This course is offered for dual credit. The student will earn 5 high school credits and 3 hours of Southeast CC credit. Introduction to Health Careers is for high school credit only. The purpose of the class is to introduce students to the broad range of career opportunities in the health care field. Students taking this one semester course will earn 5 high school credits and two(2) Southeast CC credits for the Medical Terminology I portion. The purpose of the class is to build a basic structure of medical terms. Pronouncing, spelling, defining terms and common medical abbreviations is included.

This class will meet Mondays and Wednesdays at 7:30 a.m. to 9:00 a.m. Tuesdays, Thursdays and Fridays at regular class time, 8:15 a.m. to 9:02 a.m.

**Course Title: Introduction to Sociology (CEHUMAN)  
SOCI 1010 3 SCC credits 5 E-M credits**

Grade Level: 11-12

Length of course: 1 semester (offered 2<sup>nd</sup> semester)

This course is offered for dual credit. The student will earn 5 high school credits and 3 hours of Southeast CC credit. It includes an introduction to the basic principles of sociology, socialization, social structure, social institutions, investigative behavior, deviance, inequalities, and theoretical perspectives.

This class will meet Mondays and Wednesdays at 7:30 a.m. to 9:00 a.m. Tuesdays, Thursdays and Fridays at regular class time, 8:15 a.m. to 9:02 a.m.

**Course Title: Introduction to Professional Education (CEEDUCAT)  
EDUC 1110 4.5 SCC credits 5 E-M credits NOT OFFERED 2013-14  
Grade Level: 11-12**

Length of course: 1 semester (offered 1<sup>st</sup> semester)

This course provides an overview of the foundations and the future of the field of education. It encourages critical thought regarding the role of education in society, the role of the teacher and educational practices in schools.

**Course Title: Instructional Technology (CEEDUCAT)**

**EDUC 2590 4.5 SCC credits 5 E-M credits NOT OFFERED 2013-14**

Grade Level: 11-12

Length of course: 1 semester (offered 2<sup>nd</sup> semester)

This course offers an introduction to the approaches, methods, and procedures for meaningful incorporation of computers, media, and other technologies into teaching and learning in the K-12 classroom.

**Course Title: Basic Nursing Assistant (CEHEALTH)**

**NURA 1401 6.5 SCC credits 5 E-M credits NOT OFFERED 2013-14**

Grade Level: 11-12

Length of course: 1 semester (offered 2<sup>nd</sup> semester)

Completion of the class meets the Nebraska Department of Health requirements for employment as a Nursing Assistant. The course includes classroom, nursing lab and clinical experience in a health care facility.

**Course Title: Basic Nutrition (CEHEALTH)**

**FSDT 1350 4.5 credits 5 E-M credits**

Grade Level: 11-12

Length of course: 1 semester (offered 2<sup>nd</sup> semester)

The study of nutrients, digestion, absorption, metabolism, fitness, consumer concerns, food safety, nutrition throughout the life cycle, including influences on food selection. The relation of nutrition to disease is also explored.

**Course Title: WELD 1110 SMAW Theory (2 credits, 20 class hours) and WELD 1112**

**SMAW Lab I (4 credits, 20 class hours, 60 lab hours)**

Grade Level: 11-12, capacity 4

Length of course: 1 semester (offered 1<sup>st</sup> semester)

**WELD 1117 Oxy Theory (2 credits, 20 class hours) and WELD 1119 Oxy Welding and Cutting (3 credits, 10 class hours, 60 lab hours)**

Grade Level: 11-12, capacity 4

Length of course: 1 semester (offered 2<sup>nd</sup> semester)

## **Individual Career Education Plan for Students**

**Students may change career paths at anytime during high school.**

### **9th Grade**

The Life Skills teacher facilitates a unit of study to explore careers during the first semester. An ACT product, EXPLORE, is the primary resource in this unit. Results the students receive give them information comparing their interests, their national percentile average on a criterion-referenced test, and their self-assessment on career experiences. It is at this time that the freshmen are introduced to the World of Work Map-- (the World of Work map is

used through the next three years to record information about any career related tests they take (Sophomore-PLAN, Junior- ASVAB & ACT, Senior-ACT & other surveys in Critical Issues). Students use the EXPLORE results to determine which region on the World of Work Map they appear to have significant interest. They are also introduced to the NCIS (Nebraska Career Information Systems) computer program, which is used to research that career interest area. As an end product, each ninth grader will choose a career path to research. A career exploration field trip is arranged for the freshmen each year through the FCS department

### **Tenth Grade**

In October, all sophomores take the PLAN test (interest inventory/ criterion-referenced achievement tests). Students review their PLAN results (late November/December) with the Guidance Counselor prior to pre-scheduling.

### **Eleventh Grade**

During early fall, all juniors take the ASVAB (Armed Services Vocational Aptitude Battery). Juniors then meet with the Guidance Counselor to go over an ASVAB workbook and other materials to help them understand their results. World of Work Maps are updated with ASVAB information and college visits or shadowing experiences (second semester) are planned. Juniors are encouraged to continue their career investigations using the NCIS computer program provided by the school on all networked computers.

### **Twelfth Grade**

Seniors may discuss job shadowing experience possibilities for Critical Issues. Within the Critical Issues class, the instructor and the Guidance Counselor work with seniors and provide them all the accumulated testing information (from 9,10,11 grades) in a classroom setting so they can use the World of Work Map that is designed to help them narrow down their career and college goals. In addition, the NCIS computer program will again be used for career and post-secondary school investigation. Additional interest inventory tests are used to help seniors select a major/career area about which they will prepare their final Senior Project. Seniors also experience another job shadow prior to finishing the first semester.

Through the Guidance Office, seniors are encouraged to attend the EducationQuest Financial Aid Meeting with their parents to learn about filing the FAFSA Form and the various types of financial aid.

All seniors are encouraged to speak with college representatives visiting the high school. By the completion of their first semester, seniors should have made application to the colleges they are considering and have made a campus visit. Seniors may make one campus visit per semester. After making an appointment with the college's admission counselor to determine the date, the student must fill out a "college visit slip" obtained from the high school office. Assignments must be completed in advance and students must check in with the office upon return with a note of verification from the school they visited. (refer to Section 10 Guidance in the student handbook)

Second semester, Mr. Shrader makes a final check with the seniors on progress toward their Critical Issues senior project. The guidance counselor continuously checks with seniors about their applications to colleges, applications for local scholarships, and their completion of required courses for graduation.

## CAREER CLUSTERS

A **Career Cluster** is a grouping of occupations and broad industries based on commonalities. The sixteen career clusters provide an organizing tool for schools to identify pathways from secondary school to two- and four-year colleges, and the workplace, so students can plan for their future careers. These clusters link what students learn in school with the knowledge and skills they need for success in college and career preparation. This connection to future goals motivates students to work harder to enroll in more rigorous, relevant courses and aids them in selecting elective courses more wisely.

Parents can learn what academic and technical courses their children need for college and a variety of career fields. The identified academic and technical courses that correspond to the clusters reassure parents that their children are receiving the course work they need while in high school to successfully pursue their post-secondary goals.

The sixteen career clusters are:

<b>CEAGFNRS</b>	<b>Agriculture, Food &amp; Natural Resources</b>
<b>CEARCCON</b>	<b>Architecture &amp; Construction</b>
<b>CEAVCOMM</b>	<b>Arts, A/V Technology, and Communications</b>
<b>CEBUSMGT</b>	<b>Business, Management &amp; Administration</b>
<b>CEEDUCAT</b>	<b>Education &amp; Training</b>
<b>CEFINANC</b>	<b>Finance</b>
<b>CEGOVTPA</b>	<b>Government &amp; Public Administration</b>
<b>CEHEALTH</b>	<b>Health Science</b>
<b>CEHSPTOR</b>	<b>Hospitality &amp; Tourism</b>
<b>CEHUMAN</b>	<b>Human Services</b>
<b>CEINFORTE</b>	<b>Information Technology</b>
<b>CELPSSC</b>	<b>Law, Public Safety &amp; Security</b>
<b>CEMANUFA</b>	<b>Manufacturing</b>
<b>CEMARKET</b>	<b>Marketing, Sales &amp; Service</b>
<b>CESTEM</b>	<b>Science, Technology, Engineering &amp; Mathematics</b>
<b>CETDWL</b>	<b>Transportation, Distribution &amp; Logistics</b>
<b>CEFOUND</b>	<b>Foundational, Exploratory, Career Development</b>

## Nebraska Career Education System Foundation Knowledge and Skills

Grade	English	Math	Science	Social Studies
9	English 9	Algebra I Geometry 9	Earth/ Intro to Physics	Geography
10	English 10	Geometry Adv. Algebra II Algebra II	Biology	World History
11	English 11	Pre-Calculus Adv. Algebra II Algebra II	Chemistry Physics Anatomy	US History
12	English 12 Comp Issues Modern Lit	Calculus Pre-Calculus	Physics Anatomy	Government Critical

\*\*World Language: Spanish I, Spanish II, Spanish III

UNL, UNK, UNO require two years of a foreign language for admittance. It is recommended that students seeking a baccalaureate degree following high school take two years of a foreign language.

**UNL, UNO, UNK requires ACT scores sent directly to the University from ACT.**

# CAREER CLUSTERS

