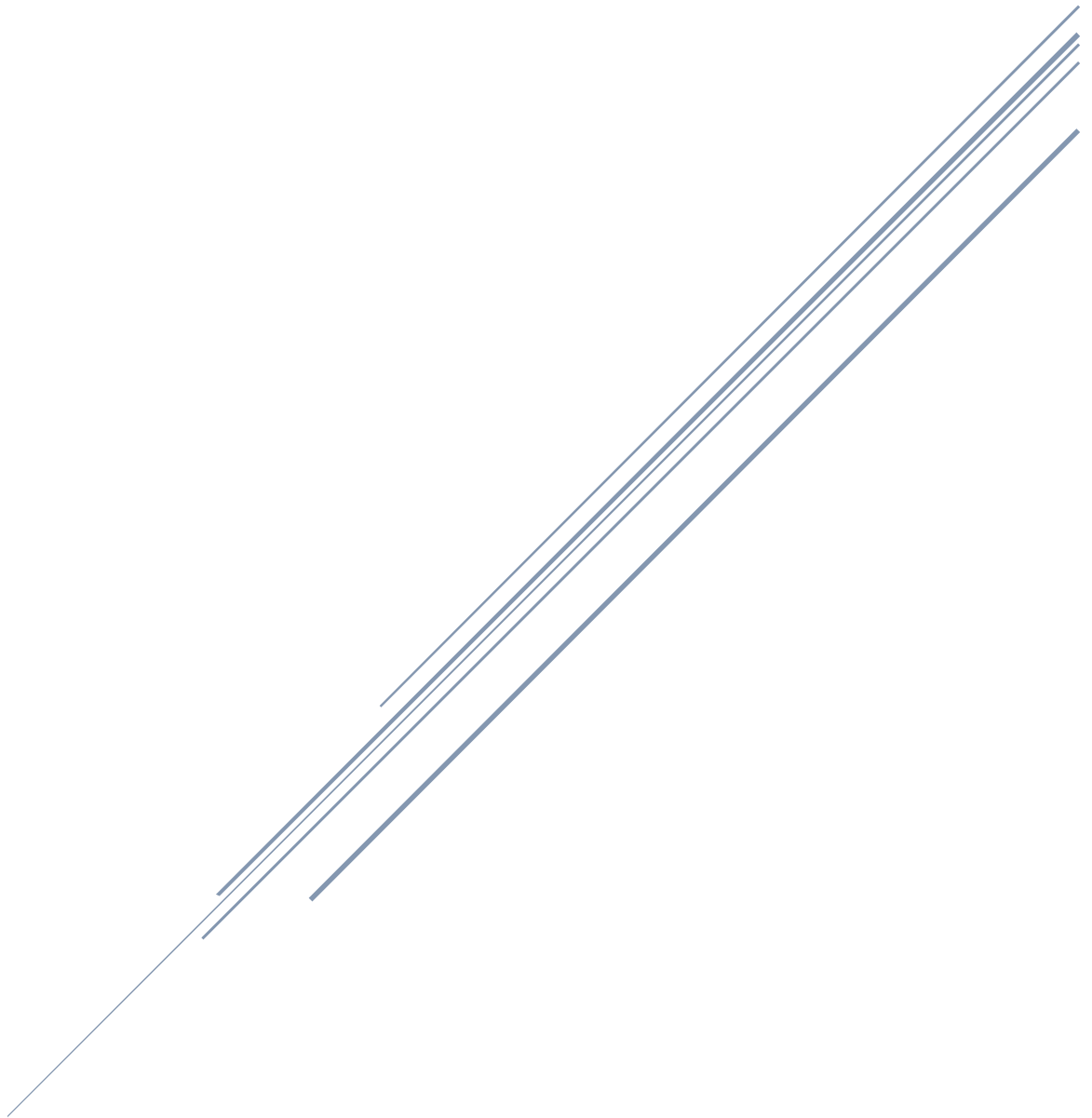


COURSE DESCRIPTIONS

Tipton High School



619 S. Main Street
Tipton, Indiana 46072

TABLE OF CONTENTS

Academics Honor Diploma	page 2
Core 40 Diploma & Work Ethic Certificate	page 4
Pathways	page 5
Agriculture Department	page 6
Art Department	page 8
Business Department	page 10
English Department	page 11
Family & Consumer Sciences Department	page 14
Music Department	page 15
World Languages Department	page 16
Special Electives	page 17
Engineering & Technology Department	page 18
Health & Physical Education Department	page 19
Mathematics Department	page 20
Social Studies Department	page 21
Science	page 23
Special Education Department	page 24
Hinds Career Center	page 25
School Profile	page 26

GENERAL INFORMATION

Seniors may take classes at IVTC and/or IUK.

Duplicate credit may not be earned in courses taken at THS with the following exceptions: Welding, Developmental Reading, Band, Choir, Ag OJT, cafeteria service, custodial service, and select art courses.

Students who need to earn extra (or make up) credit may do so in the following ways:

1. Attend evening classes at John Hinds Career Center
2. Attend summer school at Elwood, Tri-Central, Hamilton Heights, or Kokomo.*
3. Attend summer school at THS (when available).
4. Enroll in options available through the guidance department.

*Any other school would need special approval from THS administration; notify guidance of intentions to enroll in classes.

RE: WITHDRAWALS

From school-----no approval for W/Ds in the lieu of expulsion until age 18.

From class-----must be approved by THS administration.

ACADEMIC HONORS DIPLOMA

Tipton High School students are encouraged to pursue an Academic Honors Diploma. To be eligible for the state approved honor, a student must complete a minimum of fifty-six (56) high school credits. The following areas and courses are required:

- (1) English Language Arts - 8 credits (must include literature and composition)
- (2) Social Studies - 6 credits (Government, US History and either Geography and History of the World **or** World History)
- (3) Economics – 1 credit + Personal Financial Responsibility – 1 credit
- (4) Mathematics - 8 credits (must include Algebra II and either Pre-Calculus or Calculus)
- (5) Science - 6 credits (Biology, Integrated Chemistry-Physics, and Chemistry)
- (6) World Languages - 6 or 8 credits (either 3 years of one language **or** 2 years of one language and 2 years of another language)
- (7) Fine Arts - 2 credits (either band, choir, music theory, music history or an art class).
- (8) Health and Safety - 1 credit
- (9) Physical Education - 2 credits
- (10) Technology Comp. – 1 credit
- (11) Complete one of the following
 - Two AP courses and corresponding AP tests
 - Six dual college credits
 - One AP course and exam and three dual college credits
 - Score 1250 on SAT; minimum score of 560 on Math and 590 on Reading
 - Score 26 composite on ACT

Students **MUST** have at least 56 credits **AND** at least a 3.00 grade point average.

Students must complete eight semesters of high school.

Only courses in which a student has earned a grade of "C" or above may count toward the Academic Honors Diploma.

Pass/fail courses do not count.

INDIANA CORE 40

Indiana students must successfully complete the INDIANA CORE 40 to be considered for admission to Indiana's four-year colleges. The same courses are suggested for students planning to seek admission to a two-year public college or entry into the workforce. Indiana government leaders, educators, and business people have agreed that the recommended classes in the INDIANA CORE 40 will prepare students for success in both college and the workforce.

LANGUAGE ARTS	8 CREDITS IN LITERATURE AND COMPOSITION
MATHEMATICS	6 CREDITS OF ALGEBRA I, GEOMETRY, AND ALGEBRA II (Students must take math or quantitative reasoning class during their junior and senior year.)
SCIENCE	6 CREDITS IN LABORATORY SCIENCE: 2 BIOLOGY 2 INTEGRATED CHEMISTRY-PHYSICS 2 CHEMISTRY, ENVIRONMENTAL SCIENCE, OR PHYSICS
SOCIAL STUDIES	6 CREDITS DISTRIBUTED AS FOLLOWS: 2 GEOGRAPHY AND HISTORY OF THE WORLD 2 U.S. HISTORY 2 U.S. GOVERNMENT
ECONOMICS	1 CREDIT
PERSONAL FINANCIAL RESPON	1 CREDIT
PHYSICAL EDUCATION	2 CREDITS
HEALTH/SAFETY	1 CREDIT
TECHNOLOGY COMPTENCY	1 CREDIT

5 DIRECTED ELECTIVES

- WORLD LANGUAGES
- PSYCHOLOGY, SOCIOLOGY, WORLD HISTORY
- FINE ARTS
- ADVANCED MATHEMATICS
- ADVANCED SCIENCE
- CAREER AND TECHNICAL EDUCATION

2 TO 4 MORE CREDITS FROM ANY COURSES OFFERED AT THE HIGH SCHOOL

NOTE: ONE CREDIT EQUALS ONE QUARTER IN MOST AREAS.

NOTE: COLLEGES MAY USE ADDITIONAL FACTORS TO DETERMINE WHO IS ADMITTED. DIFFICULTY OF SENIOR SCHEDULE, CLASS RANK, TEST SCORES, ESSAYS, AND INTERVIEWS MAY INFLUENCE ADMISSIONS DETERMINATION. WITHIN INSTITUTIONS, SOME DEGREE PROGRAMS MAY IMPOSE ADDITIONAL REQUIREMENTS. COLLEGES MAY ALSO HAVE A SPECIAL ADMISSIONS PROCESS FOR THOSE STUDENTS NOT MEETING THE ABOVE REQUIREMENTS.

WORK ETHIC CERTIFICATE

The WORK ETHIC CERTIFICATE is a program available to seniors who want to show colleges and future employers that they have the work ethic to succeed at the next level. Students wishing to obtain the WEC must demonstrate PRIDE (personal best, responsibility, integrity, dependability, and enthusiasm) throughout their senior year and must have verification from three teachers in each category. Students must also complete 6 hours of community service, have a GPA of 2.0, have an attendance rate of 98% or better, and have one or fewer discipline referrals for the year.



Indiana GRADUATION PATHWAYS

The path to graduation is not one-size-fits-all. Indiana provides many pathways for students to earn a high school diploma.

OVERVIEW

Students starting with the Class of 2023 must meet all of the following:

- 1 Credits**
- 2 Learn & Demonstrate Employability Skills**
- 3 Postsecondary-Ready Competencies**

DIPLOMA REQUIREMENTS

1 Credits

Earn credits toward a diploma with designation.

- Core 40 - minimum 50 credits
- Academic Honors - minimum 56 credits
- Technical Honors - minimum 56 credits
- General

2 Learn & Demonstrate Employability Skills

Produce defined outcome(s) based on experience.

Defined Outcome Options

Videos
Papers
Resume
Dual Credit
Certifications
Portfolio
Projects
Slideshows
Presentation
Five Year Goal Plan
Reflection of Experience
Letters of Recommendation
Letter of Employment Verification
Postsecondary-related Experiences
Co-Curricular Participation
Extra-Curricular Participation
Locally Defined Outcome

3 Postsecondary-Ready Competencies

Meet at least one of these competencies.

- **Honors Diploma**
academic or technical
- **SAT**
reading/writing = 480, math = 530
- **ACT**
english = 18, reading = 22, math = 22, science = 23 (2 out of 4 needed with at least one in English/Reading and one in Math/Science)
- **ASVAB**
minimum of 31
- **Industry Certification**
certification from approved DWD list
- **Apprenticeship**
federally recognized
- **CTE Concentrator**
C average or higher in at least 2 advanced HS courses in a state-approved CTE Pathway
- **AP/IB/Dual Credit/CLEP**
C average or higher in 3 courses (1 of the 3 courses must be in core content area or all three must be part of a CTE pathway)
- **Locally Created Pathway**
approved by SBOE
- **Waiver**
see listed web link

TRACKING

1 Transcript with Completed Courses

Project-Based Experience
Allows students to gain knowledge and skills by working for an extended period of time to investigate and respond to an authentic, engaging, and complex question.

2 Work Toward Completion of One of the Experiences Below

Service-Based Experience
Integrates academic study with service experience, reflects larger social, economic, and societal issues, and collaborative efforts between students, schools, and community partners.

3 Course Selection, Graduation Plan, & Testing Opportunities

Work-Based Experience
Activities that occur in a workplace while developing the student's skills, knowledge, and readiness for work.



Please Visit: <https://www.doe.in.gov/graduation-pathways>
Questions: DOEGradpathway@doe.in.gov

Vocational Agriculture Department Mission Statement

The business of farming is the keystone in the arch of American Agriculture. Without a strong agricultural economy, the total economy of rural community has difficulty. It is the aim of the Tipton Community Schools Vocational Agriculture program to provide training in the practical, as well as the scientific and technical aspects of agriculture, that will produce individuals that are better able to cope with the problems faced by farmers and others in the agricultural sector. This is to be accomplished by classroom study, working in the shop laboratory, through a good Supervised Agricultural Experience (SAE) Program, and a strong, viable, and active Future Farmers of America Chapter.

While courses of study are designed to meet the specific needs of Tipton County agriculture, they also explore other types of agricultural enterprises in order to prepare students for the rapidly changing technology associated with today's agriculture. Each student is expected to complete the production of a crop or livestock project or be involved in agriculturally related work of either entrepreneurship or a wage-earning nature. Complete and accurate records are expected to successfully complete this activity. Rural America needs competent, aggressive leadership. It is the aim of the Tipton Chapter of the Future Farmers of America to provide training and experience through its many activities to reach this goal.

Tipton Vocational Agriculture

5056 Introduction to Agriculture, Food and Natural Sciences -- (9, 10)

2 Quarters: 2 credits

Formerly Fundamentals of Ag, this course is a two quarter course which is highly recommended as a prerequisite and foundation for all other agricultural classes. The nature of this course is to provide students with an introduction to the fundamentals of agricultural science and business. Topics to be covered include: animal science, plant and soil science, food science, horticultural science, farm and agribusiness management, landscape management, natural resources management, agricultural mechanization, and supervised agricultural experience.

5088 Agricultural Power I & II -- (10, 11, 12)

2 Quarters: 2 credits

Formerly Ag Mechanization, this is a two quarter course in which students develop an understanding of basic principles of selection, operation, maintenance, and management of agricultural production equipment. Topics covered include: small gas engine repair, arc and gas welding, concrete, wood, and metal. Students are introduced to career opportunities in agricultural mechanization and related industries.

5088W Ag Power/Welding I & II (10,11,12)

1 Quarter: 1 credit

Welding I is an introduction to welding techniques utilized in an agricultural setting. Topics covered include: rod selection, brazing, gas welding, arc welding, and mig welding. Welding II covers project design and construction and welding projects.

This course introduces more advanced techniques. *These courses may be repeated for credit--the material is sequential.*

5088F Production Welding & Fabrication--(11,12)

2 Quarters: 2 credits

In this class students will fabricate projects out of steel and welding rods. Students will learn to read prints, make prints, and fabricate a variety of projects. This class is the ideal course for students considering careers in a skilled trade area.

Prerequisite: Students must have received a "C" or better Welding I & Welding II.

5136 Landscape Design & Construction -- (10, 11, 12)

2 Quarters: 2 credits

This is a two quarter course that provides the student with an overview of the field of landscape management. Students are introduced to the procedures used in the planning and design of a landscape, the principles and procedures involved with landscape construction, the determination of maintenance schedules, communications and management skills necessary in landscaping operations, and the care and use of equipment utilized by landscapers.

5136S Agricultural Structures and Construction--(11,12)

2 Quarters: 2 credits

This class will teach students the basics in blue print reading, plumbing, electric wiring, materials selection, tools selection and usage, and building construction. This is a hands on class that presents students with the opportunity, from the ground up, to be involved in the actual building of agricultural buildings.

5180 Natural Resource Management -- (9, 10, 11, 12)

2 Quarters: 2 credits

This is a two quarter course that provides students with a background in natural resource management. Students are introduced to the following: career opportunities in natural resource management and related industries, the history of the forest industry and forest policy, the importance and uses of forest plants, factors which influence the development of forests, forest improvement and management, proper care and use of forest tools, effects of management practices on the environment, soil conservation practices, water and its importance to natural resource management, hazardous waste management, native wildlife, waterfowl and fish management, surveying and map use, management of recreational areas, outdoor safety, and weather.

5974 Supervised Agricultural Experience (SAE) -- (11, 12)

1 Quarter: 1 credit

This course is designed to provide students the opportunity to gain experience in the agricultural field(s) in which he or she is interested. Students experience and apply what is learned in the classroom to real-life situations. Students work closely with their agricultural science and business teacher(s), parents, and/or employers to get the most out of their SAE program. This course is to be offered each semester as well as during the summer session. The course may be offered on an independent study basis.

5008 Animal Science -- (10, 11, 12)

2 Quarters: 2 credits

This course is a two quarter course that provides students with an overview of the field of animal science. All areas which the students study can be applied to large and small animals. Topics to be addressed include: anatomy and physiology, genetics, reproduction, nutrition, aquaculture, careers in animal science, common diseases and parasites, social and political issues related to the industry, and management practices for the care and maintenance of animals.

5070 Advanced Life Science, Animals (11, 12)

2 Quarters: 2 credits

This course is a standards-based, interdisciplinary science course that integrates biology, chemistry, and microbiology in an agricultural context. Students enrolled in this course formulate, design, and carry out animal-based laboratory and field investigations as an essential course component. Students investigate key concepts that enable them to understand animal growth, development and physiology as it pertains to agricultural science. This course stresses the unifying themes of both biology and chemistry as students work with concepts associated with animal taxonomy, life at the cellular level, organ systems, genetics, evolution, ecology, and historical and current issues in animal agriculture. Students completing this course will be able to apply the principles of scientific inquiry to solve problems related to biology and chemistry in highly advanced agricultural applications of animal development.

Pre-requisite: Biology and Chemistry; Students may receive college credit from Purdue University

5132 Intro Horticultural Science -- (9, 10, 11, 12)

2 Quarters: 2 credits

This class will study the amazing world of horticulture. We will study flowers and plants, trees and shrubs, and even grass. We will grow our own plants and see what is required to make them grow and reproduce. This class will study pests and how to control them. We will look at career opportunities in the vast horticulture industry. This class will learn to identify different kinds of plants and learn what is best suited for different landscapes. To end the class, we will look briefly at grounds maintenance equipment, low voltage lighting, and irrigation systems. We will take field trips to see first hand how floral shops, landscapers, and greenhouse operators run their business.

5002 Agribusiness -- (11, 12)

2 Quarters: 2 credits

Agribusiness Management provides foundational concepts in agribusiness. This course introduces students to the principles of business organization and management from a local and global perspective while incorporating technology. Concepts covered in the course include food and fiber, forms of business, finance, marketing, management, sales, leadership, development supervised agricultural experience career opportunities in the area of agribusiness management.

FFA -- (9, 10, 11, 12)

The FFA is the vocational student organization which is an integral part of the vocational program of instruction in agricultural education. The many activities of the FFA parallel the methodology of the instructional program and are directly related to occupational goals and objectives. As an integral part of the instructional program, district and state level FFA activities provide students opportunities to demonstrate their proficiency in the knowledge, skills, and attitudes they have acquired in the agricultural science and agricultural business education program of instruction. Students will be rewarded and/or recognized for their competence. Agricultural education students demonstrating a high degree of competence in state level FFA activities are highly encouraged to represent their local communities, districts, and state by participating in national FFA activities.

Instructional activities of the FFA require participation of Agricultural Science and Agricultural Business Education students as an integral part of an Agricultural Education course of instruction and therefore, may be considered an appropriate use of the allotted instructional time; however, vocational student organization activities may not disrupt the instructional time of other academic courses.

Prerequisite: Students must be enrolled in an Agriculture Department course

Art Dept. Mission Statement

Through a quality art education, students learn: (1) To develop, express, and evaluate ideas (2) To produce, read, and interpret visual images in an increasingly visually-oriented world (3) To recognize and understand the artistic achievements and expectations of civilized societies.

These basic skills in art develop the intellect and increase visual sensitivity. These skills enable the student to identify and solve problems more effectively through the manipulation of visual symbols and to discriminate among the mass of conflicting visual messages in day-to-day life. Attainment of these skills enables the student to increase the possibility of communicating with visual images and thus make positive contributions to society.

4000 Introduction to 2-D Art --(9.10.11.12)

2 Quarter: 2 credit

This course is a sequential learning experience that introduces the elements, principles, and design concepts that serve as a foundation for all works of art. Students will explore each design component through a variety of materials and techniques. Students will learn to develop, express, and evaluate ideas. They will learn to produce, read, and interpret visual images in an increasingly visually oriented world. They will learn to recognize and understand the artistic achievements and expectations of civilized societies and will increase visual sensitivity. Also included are units on Art History and Criticism, Art Appreciation, and Careers in the Art Field. Additionally students will work individually and in small groups to produce works of art, make periodic presentations about their art experiences, and participate in community art activities. Students will participate in an art fair. Students will be afforded the opportunity to visit art museums, galleries, studios and other art resources as an integral part of the class as time allows.

4060 Drawing --(10.11.12)

1 Quarter: 1 credit

This class consists of exercises and projects relating to all aspects of drawing. Students in Drawing I engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production of quality works. Students create drawings using processes such as sketching, rendering, contouring, gesture, and perspective drawing. Students will learn to use a variety of media such as pencil, chalk, pastels, charcoal, and pen and ink. Emphasis in this class is placed on student drawing skills, strengthening perceptual awareness, and broadening student abilities. Students will strengthen their abilities to develop, express, and evaluate ideas. They will continue to produce, read, and interpret visual images in an increasingly visually oriented world. They will increase their abilities to recognize and understand the artistic achievements and expectations of civilized societies and will increase visual sensitivity. Students will be further exposed to great works of art to enhance their appreciation of the masters. They will also continue to explore careers in the field of art. Additionally students will work individually and in small groups to produce works of art, make periodic presentations about their art experiences, and participate in community art activities. Students will participate in an art fair. Students will be afforded the opportunity to visit art museums, galleries, studios, and other art resources as an integral part of the class as time allows.

Prerequisite: Introduction to 2-D Art; may be repeated for credit to build skills

4064 Painting --(10.11.12)

1 Quarter: 1 credit

This class consists of exercises and projects relating to all aspects of painting and enables students to experience different painting techniques, styles, and media.. Students in Painting I engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production of quality works. Students create paintings using processes such as stippling, gouache, wash, and impasto. Students will learn to use a variety of media such as mixed media, watercolor, oil, and acrylics. Students will create both realistic and abstract paintings. Emphasis in this class is placed on student painting skills, strengthening perceptual awareness, and broadening student abilities. Students will strengthen their abilities to develop, express, and evaluate ideas. They will continue to produce, read, and interpret visual images in an increasingly visually oriented world. They will increase their abilities to recognize and understand the artistic achievements and expectations of civilized societies and will increase visual sensitivity. Students will be further exposed to great works of art to enhance their appreciation of the masters. They will also continue to explore careers in the field of art. Additionally students will work individually and in small groups to produce works of art, make periodic presentations about their art experiences, and participate in community art activities. Students will participate in an art fair. Students will be afforded the opportunity to visit art museums, galleries, studios, and other art resources as an integral part of the class as time allows.

Prerequisite: Introduction to 2-D Art; may be repeated for credit to build skills

4066 Printmaking --(10.11.12)

1 Quarter: 1 credit

Students in Printmaking I engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production of quality works. Students utilize creative printmaking techniques such as relief printing, intaglio, and screen printing, with an emphasis on handprinting methods.. Students will learn to use a variety of materials such as linocut, woodcut, stencil, silkscreen, and monoprint. Students will create both realistic and abstract works of art. Emphasis in this class is placed on student skills, strengthening perceptual awareness, and broadening student abilities. Students will strengthen their abilities to develop, express, and evaluate ideas. They will continue to produce, read, and interpret visual images in an increasingly visually oriented world. They will increase their abilities to recognize and understand the artistic achievements and expectations of civilized societies and will increase visual sensitivity. Students will be further exposed to great works of art to enhance their appreciation of various techniques and styles of others. They will also continue to explore careers in the field of art. Additionally students will work individually and in small groups to produce works of art, make periodic presentations about their art experiences, and participate in community art activities. Students will participate in an art fair. Students will be afforded the opportunity to visit art museums, galleries, studios, and other art resources as an integral part of the class as time allows.

Prerequisite: Introduction to 2-D Art; may be repeated for credit to build skills

4046 Crafts (Fiber Arts) --(10, 11, 12)

1 Quarter: 1 credit

This class provides introductory instruction and information for the student interested in working with the popular crafts such as fiber arts, calligraphy, basketry, enameling, jewelry, and papermaking; a wide array of media will be explored. Emphasis in this class is placed on student skills, strengthening perceptual awareness, and broadening student abilities. Students will strengthen their abilities to develop, express, and evaluate ideas. They will continue to produce, read, and interpret visual images in an increasingly visually oriented world. They will increase their abilities to recognize and understand the artistic achievements and expectations of civilized societies and will increase visual sensitivity. Students will be further exposed to great works of art to enhance their appreciation of various techniques and styles of others. They will also continue to explore careers in the field of art. Additionally students will work individually and in small groups to produce works of art, make periodic presentations about their art experiences, and participate in community art activities. Students will participate in an art fair. Students will be afforded the opportunity to visit art museums, galleries, studios, and other art resources as an integral part of the class as time allows.

Prerequisite: Intro to 2-D Art; may be repeated for credit to build on skills

4040 Ceramics --10.11.12)

1 Quarter: 1 credit

Students in Ceramics I engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production of quality works. This course offers students the opportunity to explore various 3-D works of art. Students will explore the possibilities of clay and produce ceramic forms. Students will create works of art in clay using various methods of clay construction with an emphasis on hand building techniques. In addition, students will utilize the processes of wheel throwing, molds, slip and glaze techniques, and firing. Emphasis in this class is placed on student skills, strengthening perceptual awareness, and broadening student abilities. Students will strengthen their abilities to develop, express, and evaluate ideas. They will continue to produce, read, and interpret visual images in an

increasingly visually oriented world. They will increase their abilities to recognize and understand the artistic achievements and expectations of civilized societies and will increase visual sensitivity. Students will be further exposed to the art work of others to enhance their appreciation of various techniques and styles. They will also continue to explore careers in the field of art. Additionally students will work individually to produce works of art, make periodic presentations about their art experiences, and participate in community art activities. Students will participate in an art fair. Students will be afforded the opportunity to visit art museums, galleries, studios, and other art resources as an integral part of the class as time allows.

Prerequisite: Introduction to 2-D Art; may be repeated for credit to build on skills

4044 Sculpture--(10,11,12)

1 Quarter: 1 credit

Students in Sculpture I engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production of quality works. This course offers students the opportunity to explore various 3-D works of art. Students will create works of art using various materials such as plaster, clay, metal, paper, wax, and plastic. Students will create realistic and abstract sculptures using subtractive and additive processes of carving, modeling, construction, and assembling. Emphasis in this class is placed on the development of student skills, proper use of techniques and equipment, strengthening perceptual awareness, and broadening student abilities. Students will strengthen their abilities to develop, express, and evaluate ideas. They will continue to produce, read, and interpret visual images in an increasingly visually oriented world. They will increase their abilities to recognize and understand the artistic achievements and expectations of civilized societies and will increase visual sensitivity. Students will be further exposed to the art work of others to enhance their appreciation of various techniques and styles. They will also continue to explore careers in the field of art. Additionally students will work individually to produce works of art, make periodic presentations about their art experiences, and participate in community art activities. Students will participate in an art fair and will tour our local Pork Festival Art Exhibit. Students will be afforded the opportunity to visit art museums, galleries, studios, and other art resources as an integral part of the class.

Prerequisite: Introduction to 2-D Art; may be repeated for credit to build on skills

4050 Design Portfolio -- (11,12)

4 Quarters: 2 credits

This class permits the serious art student the opportunity to further investigate selected areas of the fine arts. Historical and Contemporary approaches are presented to stimulate an awareness of the many possibilities open to fine artists today. Emphasis on developing a well rounded portfolio of student work for admission to post-secondary art programs.

Prerequisite: Introduction to Art and at least two additional semesters of art electives or permissions of department head.

Business Department Mission Statement

We believe that the programs at Tipton High School provide a foundation for success for all students, regardless of their ultimate goals in life. Business competencies, such as technical skills, an understanding of business operations, and social contexts of employment settings that determine how specific skills are applied, are required in all professions.

We have made great strides in the preparation of students for the workplace and post-secondary activities. We want to prepare students to understand the demands of others, to analyze rapidly changing events, and to formulate responsive, rational and proactive approaches to decision-making.

4524 Accounting I (11, 12)

2 Quarters: 2 credits

Accounting I is a beginning level course that introduces principles and procedures using double-entry accounting methods as they relate to both manual and automated financial systems. Instructional strategies may include use of computers, projects, simulations and real world experiences to apply to accounting theories and principles.

4560 Business Law and Ethics (11, 12)

1 Quarter: 1 credit

Business Law and Ethics provides an overview of the legal system in the business setting. Topics covered include: basics of the judicial system, contract, personal, employment and property law. Application of legal principles and ethical decision-making techniques are presented through problem-solving methods and situation analyses.

4518 Introduction to Business (9, 10)

1 Quarters: 1 credit

This introductory course provides the framework for future business courses. This core course acquaints students with personal finance, credit, savings and investments, communications and team building, management, marketing, economics, and entrepreneurship. Individual strategies include computer and technology applications, simulations, projects, teacher demonstrations, group presentations, and cooperative ventures between school and community

4540 Personal Financial Responsibility (11, 12)

1 Quarter: 1 credit

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

4801 Computer Science I (10, 11, 12)

2 Quarters: 2 credits

Computer Science I introduces the structured techniques necessary for efficient solution of business-related computer programming logic problems and coding solutions into a high-level language. The fundamental concepts of programming are provided through explanations and effects of commands and hands-on utilization of lab equipment to produce accurate outputs. Topics include program flow-charting, pseudo coding, and hierarchy charts as a means of solving problems.

5394 Preparing for College and Careers (9, 10)

1 Quarter: 1 credit

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

5967 Introduction to Entrepreneurship

1 Quarter: 1 credit

Introduction to Entrepreneurship provides an overview of what it means to be an Entrepreneur. Student will learn about starting and operating a business, marketing products and services, and how to find resources to help. This course is ideal for students interested in starting their own art gallery, salon, restaurant, etc.

4558 Global Economics (11, 12)

1 Quarter: 1 credit

Global Economics is a course that provides students with an understanding of their role as consumers and producers in domestic and global economies. This course enables students to understand how the economic system operates while comprehending their role in that system. Students deal with public policy, international economics, microeconomics, and macroeconomics in comparing economic systems and using selected economic measures.

4562 Principles of Business Management (11, 12)

1 Quarter: 1 credit

Principles of Business Management focuses on the roles and responsibilities of managers as well as opportunities and challenges of ethically managing a business in the free-enterprise system. Students will attain an understanding of management, team building, leadership, problem-solving steps and processes that contribute to the achievement of organizational goals.

5914 Principles of Marketing (11, 12)

1 Quarter: 1 credit

Principles of Marketing provides a basic introduction to the scope and importance of marketing in the global economy. Emphasis is placed on oral and written communications, mathematical applications, problem-solving, and critical thinking skills as they relate to advertising/promotion/selling, distribution, financing, marketing-information management, pricing, and product/service management.

English Department Mission Statement

The Tipton High School English Department recognizes the need for students to be prepared to meet the challenges of the future. It is no longer enough to say that our students will be taught to read and write. The English Department affirms its dedication to developing effective speaking, precise writing, comprehensive reading, and critical thinking. Materials and activities are designed to enhance an understanding of the complex world, to promote an empathy for the plight of others, to develop a sensitivity toward situations, and to increase problem solving abilities.

1002 English 9--(9)

2 Quarters: 2 credits

The English 9 curriculum is an integrated study of literature, composition, grammar, and oral communication. Students further develop their use of language as a tool for learning and thinking and as a source of pleasure. This course focuses on the study of poetry, short story, non-fiction, drama, and novel as literary forms. Students are afforded opportunities to read, analyze, and identify elements of story structure. They are encouraged to expand vocabulary and independent reading, and to be able to organize, prepare, and present a coherent oral presentation over what was read. Grammar and composition elements emphasize the use of correct spelling, correct grammar, correct punctuation, and style in the written work done by the students. Students are given many opportunities to practice writing coherent and focused essays containing well-defined points of view and thought out arguments. Oral skills are an integral part of the English 9 course. Students utilize library, media, and internet resources for research purposes in preparing for oral presentations. Students practice critical listening skills, note taking, group discussion interaction, and peer evaluations.

1002H English 9 (H)--(9)

2 Quarters: 2 credits

This course is offered to freshmen having outstanding language arts skills. The literature presented will primarily deal with individual growth and development with the majority of the tests being essay. Students will follow an independent course of study in grammar. Compositions and oral presentations are integral parts of this course. This honors course focuses on the same aspects of language arts that are covered in the English 9 class. Literature and composition expectations are appropriate for the ability level of the students who are enrolled in this class. As a final project, each student will create a personal portfolio of his or her best works from the year. (Teacher recommendation required.)

1004 English 10--(10)

2 Quarters: 2 credits

English 10 reinforces and continues to make full use of the activities and skills of English 9. This course integrates the areas of literature, vocabulary, grammar, composition and oral work. This course allows the students to read and respond to significant works of American Literature and World Literature. Students are exposed to different forms of literature such as poetry, drama, magazines, novels, newspapers, reference materials, and technical resources. Students will examine selected pieces of literature and write complete themes. Students will be given experience in the three major areas of writing: descriptive, narrative, and expository. In addition to the literature and composition components of English 10, oral communication is stressed. Students in English 10 are instructed in skills necessary for proper delivery of oral presentations in both formal and informal styles.

1004H English 10 (H)--(10)

2 Quarters: 2 credits

This is a course designed to teach advanced English students in a project oriented, novel based classroom. Much of the course is designed around the literary theme, Conflict and Resolution. Although quite a bit of time will be spent on the reading of novels, as well as in-depth discussions of them, a student will be expected to spend a great deal of time---including the summer prior to the sophomore year (if the class is offered first semester) ---writing essays, developing projects, and reading. The object here is to provide an opportunity for the student to develop, or refine, his ability to present, and then support, his opinions regarding a variety of themes. This honors English class covers the concepts that are covered in the English 10 class described above, but in a more independent and in-depth manner. Expectations of outcomes of projects and assignments are stricter than in the regular class. (Teacher recommendation required.)

1006 English 11--(11)

2 Quarters: 2 credits

English 11 is an integrated study of literature, composition, and oral expression. Students are challenged to further develop their use of language as a tool for learning and thinking and as a source of pleasure. The course traces the development of imaginative and philosophical writing during the 18th, 19th, and 20th centuries in America, with an effort made to coordinate chronologically with United States History classes. The various literary trends will be explored through representative writings. Students will combine their study of literature with the study and practice of several forms of composition. Oral assignments will be prepared and presented using library resources, internet resources, and media references to support the oral presentation. Students will be given opportunities to develop criteria for judging and analyzing literary works, speeches, essays, and poetry. Students will continue to work at improving vocabulary and composition skills. English 11 composition continues to refine student abilities to present ideas, reviews, reports, and summaries in an organized manner. Writings will focus on completing forms, describing procedures, giving directions, persuasive writing techniques, reviews and summaries, and writing a college entrance essay. Technology skills are put to use in the production of written work within the English 11 class. Our school's writing lab provides all students with equal opportunities for computer use. English 11 continues the emphasis on effective listening and speaking techniques. Students are taught to use appropriate body language in speaking and to evaluate student speeches based on content as well as delivery and non-verbal cues.

1006H English 11 (H)--(11)

2 Quarters: 2credits

Students will read a variety of significant American Literature literary works, study literary movements and techniques, and study/practice several modes of composition. The elements covered in English 11 are covered in this course, but in a somewhat different manner. Analysis and interpretation are key components of this course. The students are encouraged to engage in both independent work and small group study. Sharing of thoughts, opinions, ideas and the like is a required part of the oral aspect of the course. Library research and the production of a research project are included in this course.

1098 Advanced Composition--(12)

2 Quarters: 2 credits

The Advanced Composition is taught in two successive quarters to give ample time for students to more completely develop and refine quality writing skills which have been previously introduced in integrated courses. This course has three major areas of focus: an intensive grammar review, methods of research and writing the research paper, and writing about various genres of literature. Advanced Composition integrates speech presentations and the use of technology to support assigned writings. The school writing lab will insure that all students have computer access. Advanced Composition provides the student with opportunities to write for different audiences and purposes, using a process that includes: preprinting, drafting, peer sharing, revising, and editing. Techniques of persuasive writing and formal argument are studied. Increased emphasis is placed on language and style. Students will learn to give oral presentations critiquing their own writings and to participate in constructive criticism reviews of peer writings. Students will be given examples of quality writings to read and evaluate in an effort to improve their own writing.

1124 ACP Composition (W131) (H) -- (12)

2 Quarters: 2 credits (3 college credits)

This course prepares students for writing in a variety of college courses. The focus is on writing from multiple sources to analyze an issue and argue a position. Skills include evaluating sources of information, summarizing sources, adopting a thoughtful position, advancing a clear thesis, and supporting one's views with evidence. W131 fulfills the composition requirement at most colleges and universities. Prerequisites are three years of high school English.

1034 Film as Literature -- (11, 12)

1 Quarter: 1 credit

Film as Literature is a junior/senior elective course in which the student will be exposed to a variety of films and reflect on filmmakers' abilities to translate chosen works to the cinema. The student will reflect his criticisms through critical essays that will be assigned at the completion of each set of films during the course. Student learning will be supplemented through the reading of criticism written about contemporary films. This course will examine ideas and concepts used in the making of a film, as well as when literature is converted to film. Students will be given the opportunity to analyze issues of interpretation, production, and special adaptations.

1038 Indiana Literature--(10, 11-12)

1 Quarter: 1 credit

This course explores Indiana's literary culture, both past and present. Indiana Literature surveys literature produced by writers who were born in or lived most of their lives in Indiana. Students in this class will read representative works by many of Indiana's most prominent authors, focusing on how they were affected and influenced by their experiences in Indiana and on their contributions to Indiana's cultural heritage. Students will engage in group discussions examining feelings evoked by these writings (especially poetry), interpretations of the authors' works, and the influence of the time periods from which these authors came. Through writings and class discussions students will analyze works by Indiana writers. The course will examine the contributions of Indiana authors to specific genres and to the area of American Literature. The course culminates in each student's intense study of an Indiana literary figure of his or her choice. Each student will present both a written paper and a brief oral review for evaluation.

1042 Novels--(11, 12)

1 Quarter: 1 credit

The elective course, Novels, is designed to focus on the interpretation of the modern novel. Novels are contrasted with other literary genres such as the short story, epic, romance, and biography. Students will explore the distinct features of the novel such as components, audience, purpose, and historical development. Emphasized will be the five major types of literary criticism: psychological, sociological, philosophical, political, and religious. Four to five novels will be read, and a student will be evaluated through his ability to comment intelligently through both oral presentations and written documents. Students will be expected to use previously mentioned types of criticisms when evaluating works read in class. The class will culminate with each student's response to a book he has selected from an independent reading list.

1076 Speech (10, 11, 12)

1 Quarter: 1 credit

Speech, a course based on Indiana's Academic Standards for English/Language Arts, is the study and application of the basic principles and techniques of effective oral communication. Students deliver focused and coherent speeches that convey clear messages, using gestures, tone, and vocabulary appropriate to the audience and purpose. Students deliver different types of oral and multi-media presentations, including viewpoint, instructional, demonstration, informative, persuasive, and impromptu. Students use the same standard English conventions for oral speech that they use in their writing.

1124S ACP Speech -- (11, 12)

2 Quarters: 2 credits

ACP Speech is the study and application of skills in listening, oral interpretation, media communications, research methods, and oral debate. Students deliver different types of oral and multi-media presentations, including speeches to inform, to motivate, to entertain, and to persuade through use of impromptu, extemporaneous, memorized, or manuscript delivery. Dual credit through IUK.

1080 Journalism--(10, 11,12)

1 Quarter: 1 credit

Journalism is the study of the art of reporting and the profession of journalist. This course focuses on teaching the beginning journalist to write for a newspaper. Students will be taught the process of news gathering, reporting, writing news stories, the legal and social responsibilities involved in newspaper publications, and the ethics of accurate and fair reporting. Students will learn the "Who? What? Where? When? Why? and How?" of gathering data. Along with news writing, students will also be introduced to photo-journalism, newspaper design, and computer typesetting. Students are given the opportunity to do extensive study of existing models of excellent journalistic techniques. Students will learn to evaluate and analyze journalistic writing through discussions and critiques. Students will be able to interact with local journalists through field trip experiences or guest speakers. Students will engage in a mini unit covering careers in the field of journalism.

1036 Genres of Literature (10, 11, 12)

1 Quarter: 1 credit

Genres of Literature, a course based on Indiana's Academic Standards for English/Language Arts, is a study of various literary genres, such as poetry, dramas, novels, short stories, biographies, journals, diaries, essays, and others. Students examine a set or sets of literary works written in different genres that address similar topics or themes. Students analyze how each genre shapes literary understanding or experiences differently, how different genres enable or constrain the expression of ideas, how certain genres have had stronger impact on the culture than others in different historical time periods, and what the most influential genres are in contemporary times.

1092 Creative Writing--(10, 11, 12)

1 Quarter: 1 credit

The Creative Writing course provides students with ample opportunities to foster free expression of the creative and imaginative mind in written form. The concept of manipulation of language to convey ideas, feelings, moods, and visual images is the basis for this class. Students are provided with the guidance needed to produce effective and artistic literary forms. The student studies the fundamentals of narration and description as well as the various forms of creative expression---poetry, short story, and drama. Students learn strategies for evaluation and responding to their own writing and the writing of others in a sharing component. Students share with one another and critique each other's work. Students are trained specifically in providing constructive, productive, relevant feedback. Examples of literary excellence will be presented to the students and students will be encouraged to try a variety of elements in their own writing. Students will work on polishing their own individual styles as a creative writer.

0590 Video Games as Literature -- (10, 11, 12)

1 Quarter: 1 credit

Video Games as Literature would study how elements of classical literature and storytelling are now being told through the medium of modern interactive video games. Students will learn the history of the video gaming industry, how use of narrative has grown over time, and how popular video games have affected culture, and vice versa. Students will analyze major themes that exist in classical literature, such as epic heroes and their journey, coming of age, human struggle, and more. In addition, students would study how modern game makers address cultural issues like racism, gender roles, and inequality through the narratives that exist in video games. The class will require students to play through some titles, however the class is not just a video game playing class. The goal is to analyze the structure and stories that exist and how they are told.

1086 Student Publications -- (11, 12)

4 Quarters: 3 credits

The Publications class consists of one staff that produces the student newspaper, yearbook and weekly news broadcast show. A strong background in English, computer skills and an interest in journalism are essential to this course. Students will improve their organization, communication, and leadership skills. Students will work on all three publications.

Prerequisites: Students should have completed journalism and file an application with the instructor. Interviews with the instructor and current staff will also be conducted for the staff selection process. Note: Publications does not count toward the state English requirement.

The Devils' Advocate (online newspaper) - Students report, write, and produce the paper on a monthly basis in this course. Students will build on their journalism background with hands on experience writing stories, taking photographs and designing pages. Staff members will need to dedicate some time to before or after school work near deadline.

The Tiptonian (yearbook) - Students plan, design and lay out the Tipton High School yearbook. Working with the instructor and the yearbook company representative, they will develop a theme and carry it through to production. Students will write all copy, sell advertising and take photographs. This staff requires work after the school year is over to complete the yearbook.

THS Action (online video posted to YouTube) - Students on the THS Action crew will plan, film and produce the weekly broadcast of student and faculty news of Tipton High School. Students will report stories, write the script, film and edit footage. This crew also produces highlight films for faculty or students upon request.

Family and Consumer Sciences Mission Statement

The idea that all aspects of life may be reduced to tasks--make a garment, prepare food, clean a room--has been being replaced by emphasis on social structures, knowledge of relationships, and achievement of mutual goals. This change is reflected in the decision this discipline has made to change its name to Family and Consumer Sciences. Indiana has officially adopted the name "Family and Consumer Sciences Education" and "FACS" as the acronym for use in their state and local programs. Educational reform and new directions in the FACS program have led to these developments:

- * student-centered curriculum with emphasis on hands-on involvement,
- * focus on practical problem solving skills in real-life applications,
- * activities that build skills for into family, workplace, and community settings,
- * activities that aid students in planning the transition from school to career,
- * increased involvement in developing basic academic educational goals for all learners,
- * learning environments, including process-based learning, that meet developmental needs of students.

The Family and Consumer Sciences Education program in Indiana is designed to be comprehensive, holistic, and multi-disciplinary across FACS areas of study, and to be compatible with local school-wide approaches.

5380 Beginning Textiles & Fashion Technology -- (9, 10, 11, 12)

1 Quarter: 1 credit

Beginning Textiles and Fashion Technologies provides knowledge and experience operating a sewing machine, an introduction to basic tools and equipment, sewing techniques, and fabric preparation used to construct items from fabric. Textbook and laboratory experiences are part of this class.

5380A Advanced Textiles & Fashion Technologies II -- (10, 11, 12)

1 Quarter: 1 credit

This course addresses knowledge and skills related to design, production, acquisition, and distribution in the textiles and fashion arenas. This class studies the textile industry's elements of science and design in apparel; and social, psychological, cultural, and environmental aspects of clothing and textiles selection. Textbook and laboratory experiences are part of this class.

Prerequisite: Beginning Textiles & Fashion Technology

5342 Nutrition and Wellness -- (9, 10)

1 Quarter: 1 credit

The Nutrition and Wellness course will help students to develop knowledge and skills in food preparation; to identify, select, and prepare many foods for a healthy lifestyle. The class consists of both classroom and lab experiences in the following areas: nutrition and health, equipment, food preparation, social and cultural aspects, and trends and technology.

5340 Advanced Nutrition and Wellness II-- (9, 10, 11, 12)

1 Quarter: 1 credit

The Advanced Nutrition and Wellness II class will assist the student in developing knowledge and skills for preparation of foods; identifying nutritive contributions of various foods; identifying, understanding, and applying the basic principles of cookery; evaluating various forms of food; using recipes and other directions accurately; making consumer decisions, and planning and serving food for various nutritional needs. The course includes both factual information and application in laboratory situations.

Prerequisite: Beginning Nutrition and Wellness

5438 Introduction to Culinary Arts and Hospitality -- (10, 11, 12)

1 Quarter: 1 credit

Introduction to Culinary Arts and Hospitality is a project-based approach that utilizes higher order thinking, communication leadership, and management processes. Topics include basic culinary skills in the foodservice industry, safety and sanitation, nutrition, customer relations and career investigation. Students are able to explore this industry and examine their own career goals in light of their findings. Laboratory experiences that emphasize industry practices and develop basic skills are required components of this course.

Prerequisite: Beginning Nutrition and Wellness AND Advanced Nutrition and Wellness II

5364 Interpersonal Relations -- (9, 10)

1 Quarter: 1 credit

Interpersonal Relationships addresses the knowledge, skills, attitudes and behaviors all students need to participate in positive, caring and respectful relationship in the family and with individuals at the school, in the community, and in the workplace. Improved decision-making skills and more effective communication skills are goals for this class. Discussion is a vital part of IPR. Many resources and activities including text, varied activities, circle discussions, community resource persons and video materials are used.

5362 Child Development and Parenting -- (11, 12)

1 Quarter: 1 credit

Beginning Child Development and Parenting class will assist the student in gaining a better understanding of the responsibilities of the parental role. The class will assist the student to understand the typical physical, emotional, social, and intellectual development of the child from conception through age 3. Information learned in this course will be beneficial to students interested in any career dealing with children as well as parenting.

5360 Advanced Child Development -- (11, 12)

1 Quarter: 1 credit

Advanced Child Development will assist the student to further understand the typical physical, emotional, social, and intellectual development of the young child ages three to six through experiences in observation, study, and experience. Students in this class participate in day-care or per-school school situations which allow each student to gain experience interacting with young children. Projects and activities appropriate for children are planned and presented. Career opportunities related to child development are explored.

Prerequisite: Beginning Child Development and Parenting

5350 Housing & Interiors-- (10, 11, 12)

1 Quarter: 1 credit

Housing & Interiors concentrates on housing decisions. The course includes housing alternatives, financial aspects, design principles, exterior housing characteristics, evaluating floor plans, choosing floor plans, choosing backgrounds and furnishings to enrich the home. Opportunities for career exploration and field trips reinforce and stimulate interest in concepts studied.

5330 Adult Roles & Responsibilities -- (11, 12)

1 Quarter: 1 credit

Adult Roles and Responsibilities is designed to help students recognize adult roles and responsibilities. The class will help the student develop life skills in the following areas: interpersonal relationships, job skills, financial management, consumerism, housing, transportation, wardrobe and personal care, nutritional needs, and food preparation.

Fine Arts (Music) Mission Statement

The THS Fine Arts Department is helping all participating students experience a quality fine arts program through disciplined rehearsals, creative performances, and exposure to all media and art criticism. The discipline, responsibility, ingenuity and talents that are developed should foster confident individuals to take their place in our society. *Band and choir classes may be repeated for credit as these build upon existing skills.*

4160 Beginning Concert Band I & II--(9.10.11.12)

4 Quarters: 3 credits

Musical organizations offer some of the most enjoyable and exciting activities in which high school students have the opportunity to participate. A wide variety of experiences awaits the members of the Tipton High School Band. Students will develop individual techniques and have exposure to all styles of music to foster future enrichment. Students are provided with a balanced comprehensive study of music, taught in such a way as to develop skills in the psychomotor, cognitive, and affective areas. Members of the band participate in disciplined rehearsals, creative performances, and are exposed to media and performance criticism. The discipline, responsibility, ingenuity, and talents that are developed should foster confident individuals who will take an active place in our society. The band focuses on various aspects of music study: (1) Tone Production and Intonation, (2) Technical Skills, (3) Reading Music and Sight Reading, (4) Critical Listening and Music Analysis, (5) Recognition of Great Musical Works, (6) Improvising, (7) Basic Conducting Skills. Students will have the opportunity to experience live performances by professional musicians by way of field trips to Indianapolis and guest performers visiting our school. Members of THS band are busy throughout the year preparing for and performing at football games, local parades, parades out of town by invitation, concerts, contests, basketball games, pep sessions, and many other activities. This course may be taken each year for a continuation of skill and knowledge strengthening and expansion.

4142 Auxiliary Band (Dance Choreography)--(9.10.11.12)

4 Quarters: 3 credits

This auxiliary band class includes flags, batons and other performers that compliment the Tipton High School Band.

Prerequisite: Audition and instructor's approval

4164 Jazz Ensemble--(9.10.11.12)

This is a smaller ensemble for exploring the history and styles of "America's Art Form" (Jazz). The studies will include learning all styles of "Big Band" music including individual improvisation techniques, exposure to BeBop, Swing, Latin American, Bossa Nova, Funk, Jazz Rock and other styles. The average size of the ensemble is 25.

Prerequisite: Open by audition and instructor's approval to saxophone, trumpet, trombone, piano, base (electric and string), guitar and percussion players. Doubling instruments like flute, clarinet, and tuba may also be considered.

4182 Beginning Chorus (Mixed) I & II--(9.10.11.12)

2 Quarters: 2 credits

This chorus is designed for both male and female voices. Students learn to sing with correct vocal techniques through a variety of musical styles. Students develop musicianship and specific performance skills through ensemble and solo performance as well as through the large group performance. Instruction within the chorus provides for creativity, performance, improvement of listening skills, conducting, and musical analysis. Students are introduced to the concept of "stage presence." Members of the beginning chorus participate in several performances (including graduation) throughout the school year. Students are exposed to live performances given by professional musicians through field trips and visiting musicians. This course may be taken yearly to enhance and strengthen skills and knowledge.

4186 Intermediate Chorus (Girls) I & II--(9.10.11.12)

2 Quarters: 2 credits

This chorus is open to girls with prior experience or through audition. The group strives for a higher level of vocal production through the many styles of music they perform. Students develop musicianship and specific performance skills through ensemble and solo performance as well as through the large group performance. Instruction within the chorus provides for creativity, performance, improvement of listening skills, conducting, and musical analysis. Students are introduced to the concept of "stage presence." Members of the intermediate chorus participate in several performances (including graduation) throughout the school year. Students are exposed to live performances given by professional musicians through field trips and visiting musicians. This course may be taken yearly to enhance and strengthen skills and knowledge.

4188 Advanced Chorus (Vocal Ensemble) I, II, III, & IV(9.10.11.12)

4 Quarters: 3 credits

Auditions for this show choir of both male and female voices is held each spring for the following school year. This group is for the experienced performer. Group members strive for a higher level of vocal production through the many styles of music they perform. A varied repertoire includes Broadway, Jazz, Popular, and Classical music. Students develop strength in musicianship and specific performance skills through duets, solo performance, and ensemble work. Instruction within the chorus provides for creativity, performance, improvement of listening skills, conducting, and musical analysis. Performance requirements include both singing and choreography elements. Stage presence is refined and defined within each performer. Students in this group must be willing to devote extra time and effort toward excellence as they frequently perform outside the school for community events. These performances support and extend classroom instruction and provide quality entertainment for those who are in the audience. Students are exposed to live performances given by professional musicians through field trips and visiting musicians. This course may be taken yearly to further enhance and strengthen skills and knowledge.

4208 Music Theory and Composition--(10.11.12)

2 Quarters: 2 credits

Music Theory and Composition is a "two-part" course covering music fundamentals to meet the needs of the music major. The course will adequately prepare the student for freshman theory in college. Students in this course will develop skills in music recognition, analysis of music, and theoretical concepts. Fundamentals covered in this course are: (1) Melodic Diction, (2) Rhythm, (3) Modes and Scales, (4) Varied Musical Styles. During the second phase of this course synthesizers will be used along with computer technology to give students hands-on experiences. Students will be instructed in part writing, understanding harmonic structures and analysis, traditional and non-traditional music notation, and sound sources. Students will also compose original works that demonstrate mastered concepts of music. Students are exposed to live performances given by professional musicians through field trips and visiting musicians.

4208A Advance Music Theory and Composition -- (11, 12)

2 Quarters: 2 credits

Advanced music Theory Is a class that covers the composition of music and the ways in which the student could get his/her music published. The musical compositional styles that will be covered are full concert band, solo (instrumental or vocal), small ensemble (instrumental or vocal), and jazz band.

Prerequisite: The student must pass the first music theory course.

4206 Music Appreciation and History -- (9, 10)

2 Quarters: 2 credits

Music Appreciation and history course will cover music history, basic music theory, musical physics, musical technology, and career options in music.

0518 Music Theatre (10, 11, 12)

2 Quarters: 2 credits

Students in this course study the history of musical theatre and its place in today's society. They participate in staging, choreographing, rehearsing, and performing an original or existing musical work. Additionally, students may explore career opportunities in the theatre, and recognize the responsibilities and importance of individual theatre patrons in their community.

World Language Mission Statement

The mission of foreign language education is to develop the study of modern and classical languages as an integral part of the total curriculum. Foreign language courses provide instruction enabling students to discuss the many reasons for learning languages and to develop an understanding of the people who speak them. Students are able to apply effective strategies for language learning and show a willingness to experience various aspects of the cultures. Within this context, the course provides students with opportunities to:

- respond to and give oral directions and commands and to make routine requests in the classroom and in public places;
- understand and use appropriate forms of address in courtesy expressions and be able to tell about daily routines and events;
- ask and answer simple questions and participate in brief guided conversations related to their needs and interests;
- read isolated words and phrases in a situational context, such as menus, signs, and schedules; comprehend brief written directions and information;
- read short narrative texts on simple topics; and write familiar words and phrases in appropriate contexts and respond in writing to various stimuli

Additionally, students learn:

- about nonverbal communication, such as gestures and body language;
- about awareness of current events in the cultures;
- the major holidays and geographical features of the countries being studied;
- greeting and leave taking behaviors in a variety of social situations;
- the appropriate way to respond to introductions and use courtesy behaviors; and
- appropriate etiquette in a variety of social settings.

Additionally, students become:

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

World Language Department

French I, II, III-- (9, 10, 11, 12)

2 Quarters: 2 credits

One value which can be derived from the study of French is the association with the language itself. Students learn to speak, read, and write the language in a sequence of two, three, or four years of study. Additional values of this particular study are attaining a measurable knowledge of the culture and civilization of the people and the contribution the French language has had in the development of our culture and language. Through the study of French, the students learn grammar during the first year enhanced by a cursory knowledge of speaking, reading and writing the language. As the sequence of the study continues, the students gain competence in mastering the objectives of foreign language study which are speaking, listening, reading, and writing.

German I & II--(9, 10, 11, 12)

2 Quarters: 2 Credits

Students in German I learn vocabulary, pronunciation, and basic sentence structure that enable them to communicate in the foreign language. Speaking, writing, and listening exercises are used in a combination of group work and individual assignments to help students become proficient communicators. Students learn about cultural aspects of the German-speaking countries as well as learn vocabulary related to, but not limited to, greetings, family, school, months and weather, food and drinks, clothing, birthdays, and sports.

2044 German III-- (10, 11, 12)

2 Quarters: 2 Credits

Students in German II will build on the skills learned in German I. Grammar study is more advanced and students will continue to use speaking, writing, and listening exercises in groups and individually to become better communicators. Culture study continues and vocabulary topics include, but are not limited to, vacations, travel, lodging, chores and activities at home, food and drink, hobbies and interests, and festivals.

2046 German IV or 2152 AP German -- (11,12)

2 Quarters: 2 Credits

German III is an advanced continuation of German I and II. Along with an extensive review of grammar, skills of listening, writing, reading, and speaking are emphasized. Students will work independently as well as with partners and small groups. In addition to using the textbook, students will read and work with German fairy tales. The goal of German III is to enable students to use their vocabulary base, grammar knowledge, listening skills, and pronunciation skills to communicate in natural situations.

2120 Spanish I -- (9, 10, 11, 12)

2 Quarters: 2 credits

As our world grows smaller, there is constant need for those who are bi-lingual, not only in the pursuit of business and travel worldwide, but in everyday life and enjoyment in the United States. As Spanish is generally the second most spoken language in the world and United States, there is a constant need in the workforce for those with Spanish communication skills that fit real-life situations. High school or college graduates with Spanish language skills will have an advantage, now and in the future, as the United States moves ever closer to Spanish as the other official language in our country.

In general, the goal of all course levels in Spanish at THS, is to nurture strong ability in proper speaking, reading, and writing of the target language, and to give a good foundation for further use and study beyond the high school experience. The other equally important goal is an understanding of the target culture behind the language.

2122 Spanish II, 2124 Spanish III--(11, 12)

2 Quarters: 2 credits

NOTE:

It is recommended that first year language students have a 'C' average GPA in middle school and at least a 'C' or better in English classes.

Special Electives

Cadet Teaching -- (12)

2 Quarters: 2 credits

Cadet Teaching is offered second semester. It is a pre-training program for prospective teachers that provides actual work experience with pupils in class and an understanding of the basic principles of teaching. Interested students should be average to above-average in academic ability and have definite plans for entering college. Students will meet with the instructor once every two weeks and are required to do all coursework.

Prerequisite Instructor approval.

Peer Facilitators -- (12)

1 Quarters: 1 credit

This program is an elective course of one to four quarters in length. Enrollment is limited and students are selected on the basis of strength of interest, sincerity in desire to be of help to others, and counselor recommendation. Students selected will be involved with strengthening their own communication skills as they work with others in coping with a variety of concerns. After an initial observation/training period, students will have an opportunity to work at Tipton Middle School or Tipton Elementary School. Students enrolled in Peer Facilitators will be under the supervision of one of the High School Counselors.

Prerequisite: Guidance approval

Career Internship -- (12)

1 or 2 Quarters: 1 or 2 credits

Career Internship course is a paid or unpaid work experience in the public or private sector that provides for workplace learning in an area of student career interest. This course is intended to expose students to broad aspects of a particular industry or career cluster area by rotating through a variety of work sites or departments.

Orientation and Study Skills--(9)

1 Quarter: 1 credit

This course focuses on enhancing the students' present level of time management and organizational skills with an emphasis on academic work. Areas covered will also include appropriate classroom behavior, active thinking, textbook reading, note taking, and test taking. Through self-evaluation, small and large group discussion, and study skills practice, students will develop a better understanding of their individual academic potential. An additional component will include a unit on career exploration, using the computer based program called COIN. A correlation between academic success and occupational opportunities will be emphasized.

School-to-Work Internship (Marketing Field Experience)--(11, 12)

1 Quarter: 1 credit

This course is designed to give junior and senior students the opportunity to experience first hand the job skills necessary in specific career areas. The students will learn about various career possibilities within the business, specific skills needed for these careers, general job skills needed to be successful employees, and future trends and projections that might affect people within the particular business. Students are allowed school time to physically report to the business to which they have chosen. Students will be allowed to perform work duties along side skilled employees. These experiences should help students develop a better knowledge of careers available within the local businesses and whether any of these career opportunities are suited for them.

Office/Guidance Aide -- (11, 12)

1 Quarter: .5 credit

By application, junior and senior students may work in the front office or guidance office. Must have a 3.0 GPA. Grade of P earned.

Teacher Aide -- (11,12)

1 Quarter: .5 credit

By application, junior and senior students may work with/for a teacher who has made a request for such assistance. Must have a 3.0 GPA. Grade of P earned.

4801 Computer Science I (10, 11, 12)

2 Quarters: 2 credits

Computer Science I introduces the structured techniques necessary for efficient solution of business-related computer programming logic problems and coding solutions into a high-level language. The fundamental concepts of programming are provided through explanations and effects of commands and hands-on utilization of lab equipment to produce accurate outputs. Topics include program flow-charting, pseudo coding, and hierarchy charts as a means of solving problems.

Engineering and Technology Education Mission Statement

Engineering and Technology Education is organized around the four human productive activities: communication, construction, manufacturing, and transportation. Engineering and Technology Education can play an equal and interactive role with mathematics, science and contribute to a student's total understanding of the industrial/technological society in which he or she lives. Additionally, like all general education subjects, industrial technology education contributes to students' abilities to make wise career, citizenship, and consumer choices.

Engineering

4800 Computers In Design -- (10, 11, 12)

2 Quarters: 2 credits

Computers in Design and Production is a course that specializes in using modern technological processes, computers, design, and production systems in the production of products and structures through the use of automated production systems. Emphasis is placed on using modern technologies and on developing career related skills. Students apply ingenuity using tools, materials, processes, and resources to create solutions as it applies in the electronics, manufacturing, precision machining, welding, and architecture. Course content addresses major technological content related to topics such as: Architectural drawing and print design, design documentation using CAD systems; assignments involving the interface of CAD, CNC, CAM, and CIM technologies.

4802 Introduction to Engineering Design -- (10, 11, 12)

2 Quarters: 2 credits

Introduction to Engineering Design is an introductory course which develops student problem solving skills using the design process. Students document their progress of solutions as they move through the design process. Students develop solutions using elements of design and manufacturability concepts. They develop hand sketches using 2D and 3D drawing techniques and Computer Aided Design (CAD).

Prerequisite: Computers in Design

5644 Principles of Engineering -- (10, 11, 12)

2 Quarters: 2 credits

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

Prerequisite: Computers in Design and Introduction to Engineering Design

Construction

4782 Construction Systems and 4804 Technology & Society -- (9, 10, 11, 12)

2 Quarters: 2 credits

Construction Systems, formerly Woods I, introduces the student to current information about wood and wood products, and instruction in the use and care of hand and power tools in the construction field. The student is provided exploratory experiences in designing, construction, and finishing methods along with the importance of developing safe work habits. The goal of *Technology and Society* is to increase student awareness of the future direction associated with technological development. Emphasis is given to the nature of technology, the impact of devices and systems on the quality of life, assessment of the benefits and risks of technology, and ethics for responsible decision making.

4792 Introduction to Construction -- (10, 11, 12)

2 Quarters: 2 Credits

Introduction to Construction is a course that will offer hands-on activities and real world experiences related to the skills essential in residential, commercial and civil building construction. During the course students will be introduced to the history and traditions of construction trades. The student will also learn and apply knowledge of the care and safe use of hand and power tools as related to each trade. In addition, students are introduced to blueprint reading, applied math, basic tools and equipment, and safety

Prerequisite: Construction Systems and Technology & Society

Transportation

4786 Transportation Systems & 4808 Technology Systems -- (9, 10, 11, 12)

2 Quarters: 2 credits

Transportation Systems was formerly known as Power I. In this course students will explore the systems, techniques and vehicles used to move people and cargo on land, water, air, and space. Activities allow students to understand a variety of transportation systems and investigate the energy, power and mechanical systems used to move people and products from one location to another. *Technology Systems* instructional strategies include creative problem solving that address real-world problems and opportunities.

4798 Introduction to Transportation -- (11, 12)

2 Quarters: 2 credits

Introduction to Transportation is an introductory course designed to help students become familiar with fundamental principles in modes of land, sea, air, and space transportation, including basic mechanical skills and processes involved in transportation of people, cargo and goods. Students will gain and apply knowledge and skills in the safe application, design, production, and assessment of products, services, and systems as it relates to the transportation industries. This course allows students to reinforce, apply, and transfer their academic knowledge and skills to a variety of interesting and relevant transportation related activities, problems, and settings.

Prerequisite: Transportation Systems and Technology Systems

Manufacturing

4784 Introduction to Manufacturing -- (11, 12)

2 Quarters: 2 credits

Introduction to Manufacturing is a course that specializes in how people use modern manufacturing systems with an introduction to manufacturing technology and its relationship to society, individuals, and the environment. Students will apply the skills and knowledge of using modern manufacturing processes to obtain resources and change them into industrial materials, industrial products and consumer products. Students will investigate the properties of engineered materials such as: metallics; polymers; ceramics; and composites. After gaining a working knowledge of these materials, students will study six major types of material processes: casting and molding; forming; separating; conditioning; finishing; and assembling.

4796 Introduction to Advanced Manufacturing and Logistics -- (11, 12)

2 Quarters: 2 credits

Introduction to Advanced Manufacturing and Logistics focuses on manufacturing systems. Students are introduced to advanced manufacturing, logistics, and business principles that are utilized in today's advanced manufacturing industry. Students gain a basic understanding of tooling, electrical skills, operation skills, inventory principles, MSDS's, chart and graph reading and MSSC concepts. There is also an emphasis placed on the flow process principles, material movement, safety, and related business operations. Students have the opportunity to develop the characteristics employers seek as well as skills that will help them in future endeavors.

Health and Physical Education Department

3542 Physical Education I -- (10)

1 Quarter: 1 credit

Physical Education I is the first half of a coeducational course designed to meet the state requirements for graduation. This course emphasizes health-related fitness and the development of skills and habits necessary for a lifetime of activity. Students practice fitness concepts, experience a variety of aerobic activities (including swimming), and participate in softball, tennis, soccer, team handball, and volleyball. Students are expected to dress-out every day, participate to the best of their abilities, and meet minimum standards on written and physical skills examinations.

3544 Physical Education II--(10)

1 Quarter: 1 credit

Physical Education II is the continuation of the coeducational course designed to meet the state graduation requirements. Students are encouraged to strengthen their personal commitments to lifetime activity and fitness. Students are given the opportunity to increase their knowledge of fitness concepts. This course is designed to continue the emphasis on fitness and aerobic concepts through activities such as the twelve-station fitness trail and strength training. This course also explores activities of basketball, field hockey, and bowling. An introduction to physical education careers is included in this course. In this course there is ongoing assessments through written work and performance based skill evaluations. Minimum standards are set and students are expected to meet them.

3543 Physical Fitness I -- (10, 11, 12)

1 Quarter: 1 credit

Fitness I is a general fitness class involving weight training, plyometrics, aerobics, and other indoor/outdoor activities. The class will improve the student's general fitness, health, and appearance. Class is limited to 17 students.

Prerequisite: Basic Physical Education

3545 Physical Fitness II -- (10, 11, 12)

1 Quarter: 1 credit

A coeducational conditioning course directed toward juniors and seniors who are highly motivated toward physical fitness and the management of the physical well-being. A program entitled "Bigger, Faster, Stronger" will be administered along with sound nutritional advice that will help students reach a better understanding of the importance of exercise and nutrition.

3506 Health Education-- (9)

1 Quarter: 1 credit

This course is a State requirement for graduation. This course covers major content areas in a planned, sequential manner. Units covered are (1) Growth and Development, (2) Mental and Emotional Health Concerns, (3) Community and Environmental Health, (4) Nutrition, (5) Family Life, (6) Prevention of, and Treatment for, Injuries and Illnesses, (7) Making Wise Choices in Personal Health and Behaviors, (8) Alcohol, Drugs, and tobacco, (9) Consumer Health, (10) Health Promotion. Students are given the opportunity to earn CPR endorsement and to participate in a health fair. Students are provided with (1) opportunities to increase and improve their knowledge of the structure and function of the human body, (2) opportunities to obtain useful knowledge of organic and functional diseases, (3) opportunities to improve personal health and attitude.

3500 Advanced Health (Fundamentals of Sports Medicine) -- (11, 12)

2 Quarters: 2 credits

This course is directed toward juniors and seniors that are interested in any health care profession. The class will be a combination of lecture and laboratory experience, with emphasis in the areas of kinesiology, exercise, physiology, injury recognition and prevention, first-aid, certification, taping techniques, physical conditioning, rehabilitation of injuries, and sports nutrition. A student must have previously passed Health and Safety to enroll in this course.

Prerequisite: Health Education

Lifeguard Training--(10, 11, 12)

1 Quarter: 1 Credit

Lifeguard training class will be a 33 hour course which provides comprehensive training for individuals aged 15 or older who wish to become a lifeguard at a swimming pool, lake or non-surf beach. Participants in this course are required to pass a water-skills test prior to entry to the course. Valuable First Aid training and CPR for the rescuer is included. Skills that will enable you as a rescuer to respond to life-threatening emergencies will be taught. Other goals of the class are to motivate each student so they will utilize these learned skills in their adult life. This class will be rewarding to students as they move forward and acquire skills which will put them in a position to help someone in a life-threatening situation, and know how to handle the situation. Instructor will screen students prior to the beginning of the grading period. If they cannot swim, they cannot pass the class. Thus, they need to take the water-skills test prior to the class.

Prerequisite: Basic Swimming and Life Saving

Advanced Aquatics --(10, 11, 12)

1 Quarter: 1 Credit

Advanced lifeguard training is a course offered to currently certified lifeguards for career development training. Students will learn the roles and responsibilities of a head lifeguard, general pool maintenance, and advanced lifesaving techniques. Specific activities will include first aid and CPR, rescue skills, facility management, spinal injury care and advanced medical procedures. Successful completion of the required skills, classroom work, and written exams will enable the student to renew their CPR certification that is needed to remain active. The supervisory and training skills learned in this class could help the student attain a job as a head lifeguard, assistant pool manager or pool manager.

Prerequisite: Lifeguard Training

Sport for PE Credit -- (9, 10, 11)

1 season: 1 credit

The IDOE has recently made rule changes to allow high schools to provide more flexibility in the way students may demonstrate proficiency in meeting the physical education requirements. Schools are now allowed to use multiple means of determining proficiency for students completing the required Physical Education I and II courses. The Indiana Academic Standards for PE are still required.

See Guidance for requirements.

Mathematics Mission Statement

The opportunity for all students to experience five general components of mathematical training is our vision of a quality mathematics program. These components are:

1. students learn to value mathematics.
2. students become confident in their ability to do mathematics.
3. students become mathematical problem solvers.
4. students learn to communicate mathematically.
5. students learn to reason mathematically.

These components imply that students be exposed to numerous and varied interrelated experiences that encourages them to value the mathematical enterprise, to develop mathematical habits, and to understand and appreciate the role of mathematics in human affairs. Students should be encouraged to explore, to guess, and even to make and correct errors so that they gain confidence in their ability to solve complex problems. Students should read, write, discuss mathematics, and build arguments about a conjecture's validity. It is our impression that as students are exposed to these kinds of experiences, they will gain the "mathematical power" to be productive citizens in the next century.

NOTE: The mathematics courses are two quarter courses. When the student enrolls in a two quarter math class, he is expected to complete both quarters. Exceptions to this policy will be considered only after a conference between student, parent, counselor, and teacher has transpired.

Exceptions to the above policy:

1. If a student fails first quarter of a math course, he may be withdrawn from second quarter and will enroll in a full two quarters of math the following year. The student's choice of math course should be on recommendation of the math department. Exceptions to this policy may be due to student's schedule.
2. Freshman students having difficulty with Algebra I after the first quarter will be highly recommended to transfer into Pre-Algebra at that time.

Mathematics Honors Courses

The Mathematics Honors courses will cover the same topics as the regular courses with some additional material. Assignments will be differentiated by including non-routine problems that produce more divergent thinking. Supplementary textbooks, computer software, class discussion, special projects, or options generated by students will be utilized.

Geometry (H) -- (9, 10, 11, 12)

2 Quarters: 2 credits

Prerequisite: A or B in Algebra I and teacher recommendation or student petition approved by the math department.

Algebra II (H) -- (10, 11, 12)

2 Quarters: 2 credits

Prerequisite: A or B in Algebra I and Geometry and teacher recommendation or student petition approved by the math department.

Pre-Calculus (H) -- (11, 12)

2 Quarters: 2 credits

Prerequisite: A or B in Algebra I, Geometry, and Algebra II and teacher recommendation or student petition approved by the math department.

2562 AP/ACP Calculus (H)

4 Quarters: 4 credits (4 college credits)

This course emphasizes applications, theoretical aspects, and the development of a higher degree of mathematical maturity. Course contents include limits, continuity, derivatives and their applications, definite integral and its applications, exponential and logarithmic functions, trigonometric function, and techniques of integration. M211 satisfies requirements for majors in mathematics, computer science, and the hard sciences and fulfills distributional requirements for other majors. It is highly recommended that students have an A or B in Pre-Calculus. Students earning a C or higher who have registered and paid through the ACP Program with Indiana University will be granted 4 hours of M211 credit.

Mathematics Regular Curriculum

2516 Algebra Lab -- (9)

2 Quarters: 2 credits

Algebra Enrichment is a mathematics support course for *Algebra I*. The course provides students with additional time to build the foundations necessary for high school math courses, while concurrently having access to rigorous, grade-level appropriate courses. However, whereas *Algebra I* contains exclusively grade-level content, *Algebra Enrichment* combines standards from high school courses with foundational standards from the middle grades.

2520 Algebra I -- (9, 10, 11, 12)

2 Quarters: 2 credits

This Algebra is offered primarily to freshmen. This is a study of basic fundamentals of arithmetic using variables along with numerals. Our aim for these students is that by the end of the year they can solve linear equations by more than one method and have some knowledge of quadratic equations. Students will simplify algebraic expressions, work with radicals and exponents, graph linear equations, and be introduced to computer technology.

Prerequisite: Teacher recommendation OR a passing grade in Pre-Algebra

2532 Geometry -- (10, 11, 12)

2 Quarters: 2 credits

Geometry's sequence in the math curriculum is between Algebra I & Algebra II. Geometry is the study of shapes, their measurements, their properties, and their relationship to other shapes. Real life applications, interdisciplinary connections, integration of algebraic skills, and opportunities to improve communication skills combine to develop students who are logical thinkers and confident problem solvers.

Prerequisite: Passing grade in Algebra I

2522 Algebra II -- (10, 11, 12)

2 Quarters: 2 credits

Algebra II cannot be taken until s/he has had Algebra I because it is a continuous learning process. Algebra II is considered an advanced course and is a prerequisite for Pre-Calculus. It goes a little deeper into quadratics, exponents and radicals, graphing, and logarithms.

Prerequisite: Passing grade in Algebra I AND Geometry or teacher recommendation

2530 Finite Math - (11-12)

2 Quarters: 2 credits

Algebra III cannot be taken without the student's successful completion of Algebra II. This is a course for students wishing to improve their algebraic skills for post-secondary education. This course serves as a good transition to prepare for Pre-Calculus.

This course does not satisfy a math requirement for the Academic Honors Diploma.

2524 Analytical Algebra II (11-12)

Analytical Algebra II building on previous work with linear, quadratic and exponential functions and extends to include polynomial, rational, radical, logarithmic, and other functions. Data analysis, statistics, and probability content should be included throughout the course. This course fulfills requirements for a Core 40 diploma, however is not considered adequate preparation for some college institutions which require Pre-calculus/Trigonometry.

2514 CCR Bridge Math Ready – (12)

2 Quarters: 2 credits

This course will include and reinforce the Algebra I, Geometry, Algebra II and statistics skills necessary to be ready for an entry-level college math course. This course emphasizes understanding of math concepts rather than just memorizing procedures. Math Ready students learn the context behind the procedure: why to use a certain formula or method to solve a problem, for example. This equips them with higher-order thinking skills in order to apply math skills, functions and concepts in different situations. The content of this course is designed to enhance students' math skills so that they are ready for college-level math assignments. It is not designed to prepare students for college-level math in STEM majors.

2564 Pre-Calculus -- (11, 12)

2 Quarters: 2 credits

This course is a combination of trigonometry, analytic geometry, rational, exponential, logarithmic functions, and sequences and series. The purpose of the different topics is to challenge the student interested in mathematics and to prepare students who are entering the technological fields in college as well as to prepare the student for Calculus.

Prerequisite: 'C' or better in Geometry AND Algebra II

Social Studies Mission Statement

Through his/her experiences in Social Studies, a Tipton High School student should have the opportunities to grow in the following capacities:

1. To understand the history, structure, mechanics, and institutions of society
2. To make rational decisions based upon research and interpretation of data and various sources
3. To develop an awareness of societies which differ from his/her own and to appreciate the unique qualities of his/her own society
4. To evaluate conflicting issues within a pluralistic society and to understand the richness and strength of its diversity
5. To inquire into both the nature of self as well as into his/her rights and responsibilities in society
6. To develop an increasing sense of global interaction and global interdependence as the world continues to grow "smaller"
7. To develop participation and communication skills in working with others

Social Studies Honors Courses

1562 AP US History (H) – (11)

2 Quarters: 2 credits

This course provides students with content established by the College Board. The AP program in United States History is designed to provide students with the analytical skills and enduring understandings necessary to deal critically with the problems and materials in United States history. The program prepares students for intermediate and advanced college courses by making demands upon them equivalent to those made by full-year introductory college courses. Students should learn to assess historical materials—their relevance to a given interpretive problem, their reliability, and their importance—and to weigh the evidence and interpretations presented in historical scholarship. An AP United States History course should thus develop the skills necessary to arrive at conclusions on the basis of an informed judgment and to present reasons and evidence clearly and persuasively in an essay format.

Students must successfully pass the AP exam to receive college credit.

Geography and History of the World (H)--(9)

2 Quarters: 2 credits

Geography and History of the World is a course offered at the freshman level. Students will learn both historical and geographical ideas and skills to extend their understanding of specific themes present in the world today. Some of the skills include: asking geographical and historical questions, acquiring geographical and historical information relevant to these questions, research, mapmaking, use and production of graphs and timelines, inquiry and analysis, writing, speaking, drawing conclusions, and problem solving. Some of the concepts to be covered include: space and place, physical systems, culture, change, diffusion, and human-environment interaction. Theme topics include: political geography, conflict, exploration and conquest, urbanization, population characteristics, globalization, and topics related to cultural geography (languages, religions, and culture hearths). Student selection for this course is based on prior achievement in Social Studies, enthusiasm for investigation and capacity for intense study and inquiry, and teacher recommendation.

1576 AP World History & Civilization (H) --(10)

2 Quarters: 2 credits

This course provides students with content established by the College Board. The purpose of the AP World History course is to develop greater understanding of the evolution of global processes and contacts, in interaction with different types of human societies. This understanding is advanced through a combination of selective factual knowledge and appropriate analytical skills. The course highlights the nature of changes in international frameworks and their causes and consequences, as well as comparisons among major societies. The course emphasizes relevant factual knowledge deployed in conjunction with leading interpretive issues and types of historical evidence. The course builds on an understanding of cultural, institutional, and technological precedents that, along with geography, set the human stage. Periodization, explicitly discussed, forms an organizing principle for dealing with change and continuity throughout the course. Specific themes provide further organization to the course, along with the consistent attention to contacts among societies that form the core of world history as a field of study. Student selection for this course is based on prior achievement in Social Studies and teacher recommendation.

1530 ACP/AP U.S. Government & Politics (12)

2 Quarters: 2 credits (3 college credits)

This course is an introduction to the principles, institutions, and dynamics of American government and politics. Topics include the origin and development of the United States Constitution, federalism, separation of powers, major institutions of national government and its political power base. Included are discussions of the nature and problems of democracy. This course may be applied to the major in political science. It fulfills distributional requirements for most majors and is a required course in Social Work and some SPEA majors.

1566 AP Microeconomics (H) – (11)

2 Quarters: 2 credits

Economics is the study of how society allocates scarce resources to satisfy unlimited needs and wants. This course will enable students to understand how their choices affect the economy and how the free enterprise system functions in the United States. This course provides students with content established by the College Board. Topics include: (1) Basic economic concepts, (2) the nature of functions of product markets, (3) factor markets, (4) efficiency, equity, and the role of government. *Students must successfully pass the AP exam to receive college credit.*

Social Studies Regular Curriculum

1570 Geography and History of the World -- (9)

2 Quarters: 2 credits

Geography and History of the World is a course offered at the freshman level. Students will learn both historical and geographical ideas and skills to extend their understanding of specific themes present in the world today. Some of the skills include: asking geographical and historical questions, acquiring geographical and historical information relevant to these questions, research, mapmaking, use and production of graphs and timelines, inquiry and analysis, writing, speaking, drawing conclusions, and problem solving. Some of the concepts to be covered include: space and place, physical systems, culture, change, diffusion, and human-environment interaction. Theme topics include: political geography, conflict, exploration and conquest, urbanization, population characteristics, globalization, and topics related to cultural geography (languages, religions, culture hearths).

1542 United States History -- (11)

2 Quarters: 2 credits

This year-long course, required at the junior level, is a study of U.S. history from Revolutionary War days to the present with special emphasis on the 20th Century. Emphasis is placed on World War I, the Roaring Twenties, the Great Depression, World War II, the cold war, Civil Rights, the Vietnam Conflict, and the Counterculture of the 1960s and 1970s. A variety of teaching methods such as conventional lecture and class discussion, cooperative learning experiences, simulations, and videos are used in an effort to promote thinking and learning skills.

1532 Psychology -- (11, 12)

1 Quarter: 1 credit

Psychology is the scientific study of human behavior and mental processes. This course is a broad introduction to the field of psychology. Students will explore topics such as learning, intelligence, emotions, personality, and behavior disorders. Lecture, class discussion, oral and written communication, group work, and experiments will be the methods of instruction. Psychology is recommended for all college-bound students.

1534 Sociology -- (11, 12)

1 Quarter: 1 credit

Sociology deals with the cause and effect in such problems of societies such as crime, the family, divorce, urban renewal, prisons, adolescence, and juvenile delinquency. Outside reading and analysis of case studies is a part of this course. This class is recommended for all college-bound students.

1526 Ethnic Studies

1 Quarter: 1 credit

Ethnic Studies provides opportunities to broaden students' perspectives concerning lifestyles and cultural patterns of ethnic groups in the United States. This course will either focus on a particular ethnic group or groups, or use a comparative approach to the study of patterns of cultural development, immigration, and assimilations, as well as the contributions of specific ethnic or cultural groups. The course may also include analysis of the political impact of ethnic diversity in the United States.

1540 United States Government -- (12)

2 Quarters: 2 credits

United States Government is a two quarter course, required by the State of Indiana, for all students to complete graduation requirements. This course is designed to help students gain a critical perspective on politics and government in the United States. This course involves developing a familiarity with the various institutions, groups, beliefs, and ideas that make up the American political scene. Areas of study that are explored in this course are: The Constitution--its basis and implementation; Politics--beliefs and behaviors; Political Parties--history, differences, and similarities; National Government--institutions, workings, and bureaucracy; Civil Rights and Liberties--Courts, the Constitution, and social change. This course also includes state and local government. Government Issues is designed to cover the national and international concerns faced by our government, both in today's world and in the recent past.

1504 Applied Economics -- (11, 12)

1 Quarter: 1 credit

Economics is the study of how society allocates scarce resources to satisfy unlimited needs and wants. This course will enable students to understand how their choices affect the economy and how the free enterprise system functions in the United States. This course is divided into one quarter of Microeconomics and one quarter of macroeconomics. Microeconomics focuses on basic economic concepts such as, scarcity, opportunity costs, economic systems, and supply and demand. Macroeconomics is the study of the economy as a whole and the topics studied are: government revenue and spending, employment/unemployment, taxes, GDP, inflation, and savings and investing. Applied Economics is recommended to all college-bound students.

Must take to satisfy requirement for Core 40 and/or Academic Honors Diplomas.

1518 Indiana Studies -- (10, 11, 12)

1 Quarter: 1 credit

Indiana Studies is an integrated course that compares and contrasts state and national developments in the areas of politics, economics, history, and culture. The course uses Indiana history as a basis for understanding current policies, practices, and state legislative procedures. It also includes the study of state and national constitutions from an historical perspective and as a current foundation of government. Examination of individual leaders and their roles in a democratic society will be included and student will examine the participation of citizens in the political process.

Science Department Mission Statement

The intent of science is to clarify and broaden the understanding of new scientific concepts, to stress unifying principles, and to do so within the framework of scientific inquiry. The intent of science is to develop awareness to the scientific method and relate this approach to problem solving in everyday life experiences. The intent of science is to develop awareness to scientific thought in the life sciences, earth and space sciences, and the physical sciences. The intent of science is to promote an awareness of the student's natural evolving environment and his/her ecosystem.

Science Honors Classes

Biology I (H) -- (9)

2 Quarters: 2 credits

This honors course covers the same material as the regular Biology I with the following additions: Students will develop individual, as well as group, projects. Students will have additional lab experiences (including dissections) to enhance learning. Students will be involved with enrichment material requiring higher level thought processes. Students will have access to web site information to supplement classroom experiences.

Chemistry I (H) (10)

2 Quarters: 2 credits

This course will cover the same material as is taught in Chemistry I, however, even more emphasis will be placed upon critical thinking and problem solving. There will be an accelerated pace and college preparation is stressed. In the laboratory and throughout the class, there will be a focus upon experiments and projects that require students to synthesize their own procedures and critically analyze their results.

Recommendation: A grade of "C" or better in Geometry.

Physics I (H) -- (11)

2 Quarters: 2 credits

This is a laboratory oriented course intended to help the student have a better understanding of physics principles and how they relate to everyday life. It is designed to help encourage independent learning with college preparatory objectives in mind. This course helps the student to understand and process the basic concepts and principles concerning matter and energy through these areas of study: mechanics, astrophysics, momentum, energy, heat, wave, sound, light, magnetism, electricity, electromagnetism, and atomic & nuclear physics. Students will study the history and contributions of physics, study career areas that utilize physics, and focus on questions and problems as they relate to personal needs and social issues.

Prerequisite: Algebra II

3026 Biology II (H) -- (12)

2 Quarters: 2 credits

This class provides an extended laboratory, field, and literature investigations into the internal structures, functions, and processes of living organisms and the environmental interactions of these organisms. This course refines the students' methods of inquiry and problem resolution.

Recommendation: A grade of "C" or better in Chemistry.

3066 Chemistry II (H) -- (12)

2 Quarters: 2 credits

This course is designed so that students will learn the knowledge and skills presented in C105/C125 at the Indiana University Bloomington campus. This course is an in-depth study of chemistry, expanding upon topics learned in Chemistry I as well as investigating a variety of topics not studied during the first year such as thermodynamics, acids and bases, and organic chemistry. Students will expand upon their knowledge and expertise in the laboratory as they conduct some of the same experiments as students enrolled at the IU campus.

Science Regular Curriculum

3024 Biology I -- (9)

2 Quarters: 2 credits

This course provides a study of the structures and functions of living organisms and their interactions with the environment. Students participate in regular lab and field studies. This course explores the functions and processes of cells, tissues, organs, and systems within populations, communities, ecosystems, and the biosphere. Students have opportunities to clarify and broaden their understanding of the history of the knowledge of biological knowledge. Students will gain insight as to the uses of biology in a variety of careers. Students will discuss and learn to deal with questions and problems of a biological nature in relation to personal and social needs and issues.

3108 Integrated Chemistry-Physics -- (10)

2 Quarters: 2 credits

This is a laboratory based course in which students explore fundamental chemistry and physics principles. Students enrolled in this course examine, through the process of scientific inquiry, the structure and properties of matter, chemical reactions, forces, motion, and the interactions between energy and matter. Working in a laboratory environment, students investigate the basics of chemistry and physics in solving real-world problems that may have personal or social consequences beyond the classroom.

3064 Chemistry I -- (11, 12)

2 Quarters: 2 credits

Using the Indiana Standards as the framework, this course is designed to acquaint the student with the characteristic nature of the basic ingredients of his/her material world. Major emphasis is given to the investigation of the chemical components of matter – elements, compounds, mixtures and to the changes which these can undergo. Laboratory investigations will be utilized to help students in their understanding of the topic and problem solving and learning through scientific inquiry will be stressed.

3084 Physics I (12)

2 Quarters: 2 credits

This course is for the student who wants a basic college prep physics course. This course will cover much of the same subject matter that is covered in the Honors Physics class BUT the information will be presented in a structured form. There will be more total class projects as opposed to independent labs and projects.

4801 Computer Science I (10, 11, 12)

2 Quarters: 2 credits

Computer Science I introduces the structured techniques necessary for efficient solution of business-related computer programming logic problems and coding solutions into a high-level language. The fundamental concepts of programming are provided through explanations and effects of commands and hands-on utilization of lab equipment to produce accurate outputs. Topics include program flow-charting, pseudo coding, and hierarchy charts as a means of solving problems.

Special Education Department Mission Statement

The Special Education Department of Tipton High School offers suitable academic programs to students who are not succeeding in the general population of students. Addressing specific learning difficulties through a variety of learning styles, teachers assess each student's needs and provide the least restrictive environment for each student's learning. Classes within the special needs department will qualify a student for a general diploma.

Multidisciplinary

English 9-10 -- (9, 10)

2 Quarters: 2 credits

Students receive credit for either English 9 or English 10 when taking this class. Emphasis is placed on remediating writing and grammar skills in hopes of sufficiently preparing students to take mainstream English classes at a later time. As much as is possible, materials used in the mainstreamed classrooms are adapted for use in this class. For instance, novels read at the 9th and 10th grade levels are read in this class. This is a class for LD students

English 11-12 -- (11, 12)

2 Quarters: 2 credits

As in English 9-10, credit is earned in this class for either two quarters of 11th grade English or for two quarters of 12th grade English. While emphasis is still placed on remediation, there is more of a work-place orientation to the writing skills developed. Reading is generally in the area of American Literature, which is the 11th grade emphasis in the mainstream. Non-fiction of current interest is also used for reading/writing activities. This is a class for LD students.

Math Lab -- (9, 10, 11, 12)

2 Quarters: 2 credits

Students whose math skills are at a basic level are encouraged to take this course. This course concentrates on building general math skills for future success in later math courses. The topics to be covered in this course are estimation; operations with fractions; operations with decimals; measurement; beginning algebra. Students will be encouraged to use calculators and other assistive devices.

Algebra Lab -- (9, 10, 11, 12)

2 Quarters: 2 credits

Special Education students who have successfully completed Math Lab may move on to Algebra Enrichment. Basic math skills are reviewed, including whole numbers, fractions, decimals and integers. The use of variables in equations is introduced along with geometric equations and an introduction to geometry. Graphing of equalities and inequalities is covered, and data, statistics and probability are introduced in preparation for a study of algebra.

Algebra I -- (10, 11, 12)

2 Quarters: 2 credits

The purpose of this class is to help special education students whose ability level does not allow for success in the regular class environment. This class is for higher functioning math students who have already passed a pre-algebra class. Students will be working with variables and higher order math problems such as linear equations, exponents and polynomials, and quadratic equations.

Geometry -- (11, 12)

2 Quarters: 2 credits

Using their knowledge of shapes and the coordinate system, students learn to construct proofs to prove mathematical theorems. Students determine the measure of sides and angles using proofs to justify their methods. Students also find the slope and equations of lines, prove the Pythagorean Theorem and use it to solve problems, and use a variety of strategies to solve problems. This class will follow the Indiana Standards for Geometry but will make accommodations for individual learning styles and disabilities.

3024S Biology (Alternate Years) -- (9, 10)

2 Quarters: 2 credits

The purpose of this class is to help the student whose reading level does not allow for success in the mainstreamed Science class. Most of the material offered is similar to the material offered in other Science classes, including: labs and walking field trips; insect, leaf, and rock collections, etc.

3044S Earth Science (Alternate Years) -- (10, 11)

2 Quarters: 2 credits

Earth and Space Science is a course focused on the following core topics: study of the earth's layers; atmosphere and hydrosphere; structure and scale of the universe; the solar system and earth processes. Students analyze and describe earth's interconnected systems and examine how earth's materials, landforms, and continents are modified across geological time.

Basic Geography & History of the World -- (9, 10)

2 Quarters: 2 credits

This course is designed to cover all aspects of Geography. Units will include the following areas: physical Geography, cultural Geography, economic Geography, and strategic Geography. Emphasis will be placed on reading political, physical, economic, and road maps, and how to acquire any related information from atlas', libraries, encyclopedias, and graphs.

Basic U.S. History (Alternate Years) -- (11, 12)

2 Quarters: 2 credits

This course examines the key ideas, events, and developments from the Founding Era of the United States through the present day. Students also will examine the political, economic, social, and cultural development of the United States through the course of its history. An emphasis will be placed upon research and using technology in learning and presenting concepts.

Government (Alternate Years) -- (11, 12)

2 Quarters: 2 credits

The purpose of this class is to enabling the student to gain a realistic understanding of the function of governments and their responsibility toward the same. Students will evaluate typical forms of government and the history of democracy in the United States. Students will study the Constitution and the rights that are granted under it. Students will understand the roles, function, and mechanics of national, state, and local governments. A text book, current events papers, magazines, as well as discussions of television news programs take up a large part of the class as well as a concentration on the use of technology to achieve learning goals.

School to Work/OJT-- (11, 12)

1 credit per quarter

Students are required to find a job outside of school and meet requirements developed by the teacher and employer and will be assessed by ratings from both the employer and the student. Student will be required to have taken Occupational Orientation (World of Work) before they can take this course.

ISTEP Prep/ Remediation (10, 11, 12)

1 credit per quarter

Students are remediated in the specific skills tested on the End of Course Assessments in Language Arts and Algebra 1 in order to facilitate passing the exams.

Vocational Skills

1 credit per quarter

Students learn everyday survival skills, such as cooking, hygiene, laundry, home management, finance and transportation; assess personality, ability, and interests to begin career inventory.

Area Vocational School

Hinds Career Center -- (11, 12)

2 Semesters: 8 credits

Juniors and Seniors have an opportunity to attend the area vocational school at Elwood to further their training in a specific skill. Although at Elwood, this is a Tipton High School Cooperative program. The students will, however, provide their own transportation. The programs available include the following:

1. Auto Collision Repair
Knowledge of body construction is developed and skills in repair estimation, scratch and dent repair, body part replacement, body preparation, and painting techniques are developed. Job shadowing and internships are possible at area dealerships and body shops to gain additional knowledge and experience in the second year of the program.
2. Auto Service Technology
Inclusion of computer systems in automobiles have increased the demand for development of advanced troubleshooting and diagnostic skills in addition to the fundamental understanding of systems in the automobile. The program is designed as a two-year program in which one-year covers ASE certification areas of braking, suspension and steering, heating and air conditioning, and manual transmission/drivetrain systems. The other year includes ASE certification areas of electrical/electronic systems, engine repair, engine performance and automatic transmission.
3. Business Technology & Internships (Seniors only)
Each student along, with the instructor, develops an individualized plan directed toward his or her future aspirations. A big part of this plan includes preparing for placement in an internship position in an area of career focus. The students also polish and develop advanced technology skills.
4. Construction Trades Technology
This program develops skills necessary for entry level success in the construction trades industry or for enhancing knowledge for post secondary education in related fields through hands-on experience of building a home. Using industry standard equipment and procedures, building design, print reading, foundation layout, masonry, framing, roofing, plumbing, finish carpentry, drywall application and finishing, and electrical wiring are areas which experience is gained.
5. Health Occupations I (Juniors and Seniors)
This program explores a variety of health career occupations through theory, guest speakers and hands-on clinical internships at various healthcare facilities. Core skills in patient care, vital signs, basic anatomy and physiology, medical terminology, communication, and employability skills are integrated into the curriculum, as well as, certification in first aid and CPR.
6. Health Occupations II (Seniors)
Building upon core skills from the first year with an emphasis on assessment, communication, and leadership skills, students will participate in a more comprehensive clinical internship. The student will have the option of completing the State of Indiana 105-hour Certified Nursing Assistant course and obtaining certification enhancing immediate employability in a healthcare facility upon graduation or part time employment while pursuing post secondary education.
7. Criminal Justice
Criminal Justice provides an introduction to the purposes, functions, and history of the criminal justice system as well as an introduction to the investigative process. Study the fundamentals of criminal investigation, theory and history, criminal evidence procedures, investigations, operations in law enforcement and better understand careers in the criminal justice field. Essential communication skills are practiced through activities that model public relations and crime prevention efforts as well as the preparation of police reports.
8. Visual and Graphic Communications
Students will develop skills to communicate messages through print, video, and web page products and projects using state-of-the-art computer hardware software, and video production and editing equipment. Skills of design, cost estimation, layout, photo conversion, composition, production preparation, image transfer, and finishing of offset and screen printed products are developed and used to produce a variety of products.
9. Welding
This two-year program provides a career pathway for students to develop the necessary skills in the Advanced Manufacturing market. Student will have the opportunity to explore Design Processes, CADD, and Manufacturing Processes, both Fabrication and Metals Joining.
10. Precision Machining
This course will train students in Computer Numerical Controlled Machining Centers (CNC) to turn, mill, and measure manufactured components for the Vincennes University and Ivy Tech projects to receive dual college credits. Students also will learn the basic turning, milling, and grinding skills to enable graduates to enter the workforce in advanced manufacturing or pursue post-secondary educational opportunities.
11. Fire & Rescue
12. Education Professions
13. Cosmetology
14. Robotics
15. Aviation
16. Advanced Manufacturing

For more information, visit: <http://www.hindscareercenter.org/>

TIPTON HIGH SCHOOL

School Profile 2017 - 2018

Guidance Department
619 S. Main Street
Tipton, IN 46072

Telephone (765) 675-7431
Fax (765) 675-9519
Website: <http://www.tcsc.k12.in.us/o/thhs>
CEEB code 153-475

Tipton Community School Corporation

Tipton High School is a comprehensive four-year high school located in Tipton, Indiana. Approximately 508 students are enrolled in grades 9-12. Total enrollment for the corporation is 1,552.

There is one high school in TCSC, one middle school (grades 6 – 8) and one elementary school. This corporation serves the three southern townships of Tipton County: Jefferson, Cicero, and Madison. The city of Tipton is centrally located in Cicero Township and has a population of 5,132.

Curriculum

THS runs a Block 4 schedule. The school year is divided into four nine week quarters and students take four classes a day. Instructional time during each nine weeks is equal to a traditional semester; therefore students earn one credit for each class every nine weeks. Grades and credits are posted quarterly.

THS offers a wide range of curriculum offerings including 18 honors level courses, 4 AP courses, and 3 ACP courses through IU. Eligible students may take vocational classes through John Hinds in Elwood or Kokomo Area Career Center. Seniors may consider taking college courses at IUK or Ivy Tech in Kokomo for one or two periods a day.

Graduation Requirements

Fifty credits are required in the following areas for a Core 40 diploma: Language Arts-8, Math-6 (Algebra 2), Science-6 (Chemistry), Social Studies-7 (US History, Econ, and Government), P.E.-2, Health-1, Technology-1, Directed Electives-5, and Electives-14.

GPA/Class Rank/Grading Scale

All courses are computed on a 4.0 scale except Honors which uses a weighted 4.33 scale. Students are ranked every quarter.

	4.00 Scale	4.33 Scale		4.00 Scale	4.33 Scale
A	4.00	4.33	C	2.00	2.33
A-	3.67	4.00	C-	1.67	2.00
B+	3.33	3.67	D+	1.33	
B	3.00	3.33	D	1.00	
B-	2.67	3.00	D-	.67	
C+	2.33	2.67	F	0.00	

Grading scale: 100% =A+; 99%-94%=A; 93%-90%=A-; 89%-88%=B+; 87%-84%=B; 83%-80%=B-; 79%-78%=C+; 77%-74%=C; 73%-70%=C-; 69%-68%=D+; 67%-64%=D; 63%-60%=D-; 59%=F

Class of 2017

115 students graduated	Academic Honors	38
57% attend a four-year college	Technical Honors	1
21% attend a two-year or vocational college	Core 40	53
20% in work force or military	General	20
2% other	Cert of Completion	3

