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INTRODUCTORY MESSAGE

Greenwood Community High School is a public high school composed of approximately 1200 students and operates on a seven period day with 50 minutes of instruction in each period. Approximately 62% of Greenwood High School students attend a four-year college upon graduation, and about 16% attend a two-year or technical college upon graduation.

GREENWOOD COMMUNITY HIGH SCHOOL MISSION STATEMENT

The mission of the Greenwood Community School Corporation is to continuously improve the system of teaching and learning that results in increased achievement in all students.

CLASS RANK, GPA, COMMENCEMENT

One credit per semester is awarded for all classes. Classes meet 50 minutes per day, five days per week for the 18-week semester. Grade Point Average (GPA) is based on a 4.0-weighted scale. Semester grades determine GPA and class rank. All classes are used to determine GPA. Valedictorian and Salutatorian awards are based on eight semesters. Class rank is determined by ranking all students within each class (Senior, Junior, etc.) based on the weighted GPA in descending order.

ACCREDITATION

Since 1955, Greenwood Community High School has been accredited by the Indiana Department of Education (Special First Class Commission Four Star School) and the North Central Association of Colleges and Schools. This accreditation insures that Greenwood Community High School's curriculum and programs are up-to-date and of high quality. This benefits students as they pursue higher education and employment.

NONDISCRIMINATION POLICY

Greenwood Community School Corporation is committed to equal opportunity and does not discriminate on the basis of age, race, color, religion, sex, handicapping conditions, or national origin, including limited English proficiency, in any employment opportunity. No person is excluded from participation in, denied the benefits of, or otherwise subjected to unlawful discrimination on such basis under any educational program or student activity.

If you have experienced discrimination in such educational programs or activities, written inquiries about procedures that are available and requests for consideration of complaints alleging such discrimination should be directed to the Civil Rights Compliance, Title IX, ADA, and 504 Coordinator:

Vicki Noblitt
605 West Smith Valley Road
Greenwood, IN 46142
(317) 859-6032

ALL COURSE OFFERINGS, POLICIES, AND PROVISIONS WITHIN THIS GUIDE ARE SUBJECT TO CHANGE OR MODIFICATION WITHOUT NOTICE.

The Indiana Department of Education considers changes to course and credit requirements for Indiana high school graduates on an ongoing basis. Greenwood Community High School will conform to all such changes if and when they are implemented. However, Greenwood Community High School reserves the right to set graduation, Core 40, or Core 40 with Honors diploma requirements above any minimum requirements issued by the state of Indiana.

TELEPHONE NUMBERS -- Fax 889-4039

Principal	Todd Garrison	889-4006
Assistant Principal	Karen Busch	889-4007
Assistant Principal	Craig Bruns	889-4012
Main School Office	Shelly Goodrich	889-4000
Counselor (A-L)	Tanya Fenner	889-4010
Senior Advisor/College & Career	Lisa Laug	889-4009
Counselor (M-Z)	Tracey Wilson	889-4016
Dir of Guidance and Alt Programs	William Ronk	889-4011
Social Worker	Samantha Young	889-4023
Guidance Secretary	Karen Shotts	889-4008
Athletic Director	Rob Irwin	889-4021
Athletic Secretary	Erin Swisher	889-4030 Ext 319
Nurse	Libby Cruzan	889-4030 Ext 315
Health Room	Josh Harmon	889-4014
Attendance Office	Holly Taylor	889-4005
Treasurer/Bookstore	Pam Lawlis	889-4029
Librarian	Julia Reynolds	889-4030 Ext 333

DEPARTMENT CHAIRS – 889-4030

Art	Tad Frahm	Ext. 416
Career and Technical Ed Co-Chair	Laura Stadtfeld	Ext. 418
Career and Technical Ed Co-Chair	Jim Trocha	Ext. 445
Language Arts	Alison Bonham	Ext. 415
Mathematics Co-Chair	Pam Wishmeyer	Ext. 456
Mathematics Co-Chair	Amy Kreimer	Ext. 428
Music	John Morse	Ext. 448
Physical Education	Brian Smiley	Ext. 451
Science	Richard Perry	Ext. 438
Social Studies	Rick Guipe	Ext. 400
Special Education	Renee Trotter	Ext. 460
World Languages	Jorge Garcia	Ext. 417
Guidance	Lisa Laug	889-4009



GRADE REPORTING SYSTEM

Greenwood High School weights grades for certain classes. Weighted classes are indicated by an asterisk (*) on the official transcript and by a (W) at the end of the official course description in this guide. Students who earn a grade of C- or above in a weighted course will have a point added to the value of that grade. In addition, any student who passes seven courses in a semester will have .018 added to their GPA for that semester.

GRADES	%	UNWEIGHTED POINT VALUE	WEIGHTED POINT VALUE	GPA USE
A	93	4.00	5.00	Yes
A-	90	3.67	4.67	Yes
B+	87	3.33	4.33	Yes
B	83	3.00	4.00	Yes
B-	80	2.67	3.67	Yes
C+	77	2.33	3.33	Yes
C	73	2.00	3.00	Yes
C-	70	1.67	2.67	Yes
D+	67	1.33	1.33	Yes
D	63	1.00	1.00	Yes
D-	60	0.67	0.67	Yes
F	<60	0.00	0.00	Yes
P	Passing	2.00	2.00	Yes
I	Incomplete	No Value	No Value	No
WD	Withdrawn	No Value	No Value	No
WF	Withdrawn/failing	0.00	0.00	Yes
NG	No Grade	No Value	No Value	No

GRADE LEVEL CLASSIFICATION

Each student is classified as a 9th, 10th, 11th or 12th grader according to semesters completed:

9th Grade – 0 semesters completed

10th Grade – 2 semesters completed

11th Grade – 4 semesters completed

12th Grade – 6 semesters completed

NOTE: Summer school does not count as a semester in school.



DROP/ADD CLASS POLICY

NOTE: In all cases, there must be a valid academic/career/higher education or other valid reason for a class change. Changing your mind, teacher preferences, not liking your classmates, etc. are not valid reasons for a class change. Class changes that are not related to the genuine academic needs of the student will not be made.

Drop & Add: A student may drop a class in order to add another class during the first five days of a semester if: a) the class being dropped is not a requirement for graduation; b) the student has discussed the issue with his/her counselor; c) his/her parent/guardian has given signed permission; d) there is room for additional students in the class being added; b) the student is willing and able to make up any missed work; c) the change does not cause a major modification to the student's schedule.

Drop Only: A student may drop a class through the midterm period if: a) the class is not a requirement for graduation; b) the student has discussed the issue with his/her counselor; c) his/her parent has given signed permission; and d) the drop does not result in the student having two study halls.

Additional circumstances that may necessitate a class change:

- A. A teacher may recommend that a student be placed in a higher, lower, or alternative academic program based on the teacher's evaluation of the student's academic background and aptitude.
- B. If a student fails a course in any semester, including summer school, a change for the following semester may become necessary. Since the school would require this, parent/guardian permission is not necessary.
- C. A student may request an adjustment for the purpose of changing to a higher-level diploma, subject to the procedures outlined above, if pre-requisite requirements have been met.
- D. A parent/guardian may request reevaluation of a student's academic program subject to the procedures outlined above. Reevaluation will focus on the academic needs of the student.
- E. Other changes may be initiated by the school in order to balance classes or to correct errors.

Note: A student may not drop a course to become a teaching assistant.

Note: A student who is removed from a class as the result of disciplinary action may receive a WF on his/her permanent record.

CLASS AUDIT/RETAKE POLICY

A student may audit a class for educational enrichment. The grade for an audit class will be posted as a NG (No Grade) on the student's permanent record and will not affect the student's GPA or class rank. In order to take a class as an audit, the student must obtain permission from his/her counselor and the course instructor. Any student taking a course as an audit must maintain good attendance, complete all work assigned, and be a positive contributor to the class.

A student may retake a class to recover credit if the student previously failed the class and the class is required for graduation. Upon successful completion of the class, the grade earned will be posted for the current grading period and will be figured into the student's GPA and class rank. The prior "F" will be changed to an "NG". The "NG" will not affect the student's GPA or class rank. If a student failed only one semester of a year-long class, and the student is required by department policy or practice to retake both semesters of the class, the highest grade earned for the semester previously passed will remain on the student's permanent record. The other semester grade will become a "NG".

Note: An audited class does not count for athletic eligibility.

TRANSFER STUDENT REGISTRATION

Any student transferring into GHS must:

- A. Provide the Guidance Office with all appropriate academic and health records;
- B. Be accompanied by a parent/guardian;
- C. Pay all fees or make arrangements for payment of fees at the bookstore;
- D. Students entering GHS from another school may transfer credits if the school is accredited. Courses taken must correspond to a state approved course and be approved by the principal or his/her designee. Students who transfer from a non-accredited school must submit a detailed transcript from the previous school with an explanation of the procedures for granting credit and curriculum description for each course. Acceptance of credit will be considered on a case-by-case basis and the school may require competency testing for each subject to determine if credit will be accepted. Home school students may be required to take competency testing to determine credits awarded and placement.

LEGAL SETTLEMENT OF A STUDENT

Greenwood Community School Corporation will conform to all state regulations pertaining to Legal Settlement as stipulated in Indiana Code 20-26-11. For details, please see the Director of Guidance.

EMANCIPATION APPROVAL

Greenwood Community School Corporation will conform to all state regulations pertaining to Emancipation as stipulated in Indiana Code 20-26-11. For details, please see the Director of Guidance.

TUITION STUDENT APPROVAL

Any student who does not live in the Greenwood Community School Corporation District and who requests enrollment into GHS, must obtain approval from the School Corporation Superintendent.

FOREIGN EXCHANGE STUDENTS

Foreign exchange students are welcome at GHS. Applications must be sent to the Principal for consideration by June 1st for the upcoming school year. The application of each exchange student will be considered individually. The number of foreign exchange students accepted each year may be limited by the availability of appropriate courses, including English as a New Language. Foreign exchange students are not eligible to receive a Greenwood High School diploma or participate in commencement. Foreign exchange students are classified as juniors and are expected to take junior level math, science, English and social studies.

SUMMER SCHOOL

Students may attend summer school to obtain additional credits or to make up a failure. If a student plans to take summer school classes for credit at a school other than Greenwood High School, he/she must obtain approval from his/her high school counselor. Summer school offerings are subject to change based on the availability of funding and instructors. In the spring semester students will be advised which, if any, courses will be offered the following summer.

GED TEST

The closest GED testing center and GED preparation courses are at Central 9 Career Center. Interested parties should call 888-4401.

HOMEBOUND/INSTITUTIONALIZED/HOSPITALIZED INSTRUCTION

If a medical doctor determines that a student is unable to attend school for four or more consecutive weeks, the school, contingent upon the availability of instructors, will provide homebound instruction. Upon receipt of the doctor's request in writing and approval by the Superintendent or his designee, homebound instruction will be provided for those classes in which the student is presently enrolled and which can be adequately conducted within the home.

SHORTENED SCHOOL DAY

Early release, late arrival, or other special schedule arrangements are only allowed under certain conditions. Generally speaking, if a student is attending school, he/she must attend a school-approved program for the entire school day. An official such as a doctor, officer of the court, welfare worker, etc. must request a shortened school day in writing with stated reasons. The high school principal must approve the shortened day.

Students in their fifth (or more) year of high school need only attend those periods necessary to meet graduation requirements.

ON-CAMPUS POST-SECONDARY PROGRAMS

Greenwood Community High School offers the following opportunities for high school students to take courses on-campus, which award both high school and college credit or advanced placement. Interested students should see their guidance counselor for details.

A. Dual Credit

- Calculus* ACP (Indiana University)
- Psychology* ACP (Indiana University)
- Chemistry 2* ACP (Indiana University)
- English 12* ACP (Indiana University)
- US History* ACP (Indiana University)
- Spanish 4* ACP (Indiana University)
- French 4* ACP (Indiana University)
- Cadet Teaching (Ivy Tech)
- Trig/Pre-Calculus* (Ivy Tech)
- Principles of Marketing (Ivy Tech)

B. Advanced Placement Classes and Tests (AP)

- Statistics* AP
- English 11* AP
- Music Theory and Composition* AP
- SD Studio Art * AP
- Computer Science* AP

TRANSFER/WITHDRAWAL

Students who are less than 18 years, may only transfer with parent/guardian approval. The student and his/her parent/guardian must complete the transfer forms in the Guidance Office, clear all responsibilities with the library and bookstore, and obtain withdrawal grades from all teachers.

A student eighteen and older may withdraw and/or transfer without parent approval. The student must complete withdrawal/transfer forms in the Guidance Office, clear all responsibilities with the library and bookstore, obtain withdrawal grades from all teachers (mandatory if the student is transferring), and have an exit conference with his/her counselor.

HOMEWORK REQUESTS

Teachers are instructed to give homework assignments to students a few days in advance. Students should record all assignments given by teachers. Thus, if a student must be absent for two or three days, he/she should have all assignments. If the student did not record the assignments, he/she should contact fellow students for assignments.

If a student is absent three or more days, the parent/guardian should request the student's homework by calling the attendance office at 889-4005. Homework will be ready to pick up at the end of the next school day. The parent/guardian should obtain the student's locker number and combination to pick up textbooks.

WORK PERMITS

Any minor, ages 14 through 17, who is employed in Indiana and who has not graduated from high school must obtain a work permit. A student can hold only one work permit at a time.

Work permits are issued in the high school attendance office during normal school hours (7:30 a.m. - 3:30 p.m.). In order to receive a work permit, the student must present proof of age and Intent to Employ card completely filled out by the employer and signed by the student's parent/guardian. Upon receiving these documents, the school will issue the work permit.

The school may refuse to issue a work permit if the minor's grades and/or attendance do not meet school standards. The school may revoke a work permit if there is a significant decrease in a student's grades and/or attendance.

NCAA ELIGIBILITY FOR COLLEGE ATHLETES

NCAA Division I and II athletic eligibility is based on a series of core course requirements in English, mathematics, physical or natural sciences, world languages and social studies. Grades in these core courses must be normed on a 4.0 scale.

There are levels of eligibility dependant upon grades combined with college entrance test scores. For complete details concerning the eligibility levels at Division I and Division II schools, see your counselor.

All student athletes interested in participating in either Division I or Division II collegiate athletic programs must go through the NCAA Clearinghouse. Details and Clearinghouse forms are available in the Guidance Office or students can register online at www.ncaaclearinghouse.net.

IHSAA ELIGIBILITY REGULATIONS

All athletes (male and female) must maintain passing grades in at least five full-credit subjects, or the equivalent, during each nine-week grading period and each semester in order to remain eligible for any and all IHSAA-sanctioned contests. Freshman physical education may count as one of the five required subjects the first two semesters it is taken. Courses taken at night school, correspondence courses, or other credit-earning courses can count toward the five required courses. Summer school courses will be added to the spring semester's credit total for fall eligibility. Any audited course will not count toward the five required courses.

Note: It is the responsibility of each athlete to maintain his/her eligibility. For full details, see the Athletic Director.

NATIONAL HONOR SOCIETY REQUIREMENTS

The purpose of the National Honor Society is to recognize students who demonstrate outstanding character, scholarship, leadership, and service to school and community. Membership in the National Honor Society is both an honor and a responsibility. Students may not apply for membership; a committee of faculty members grants membership to students who meet the requirement criteria.

The selection process is carried out in the spring of each year. Sophomores, juniors and seniors with a 3.65 or higher GPA are eligible for consideration. These students must complete an application that is designed to determine interest in membership, leadership activities at school, and service within the community. At the time of application, teacher recommendations are requested. In addition, students must verify hours of community service through written documentation during this process. Students who are selected show dedication to serving their community and participating in school activities throughout their entire high school career.

The faculty committee considers the student application, service verification, and teacher recommendations when selecting members. Only those students who demonstrate exceptional levels of character, scholarship, leadership, and service will be selected for membership. A student officially becomes a member at an induction ceremony held in the spring of each year. Students must retain these levels of excellence throughout their high school career to remain National Honor Society members.

BOOKSTORE USAGE

The bookstore will be open during the school day from 7:10 a.m. to 10:15a.m. and from 11:10 a.m. to 12:10 p.m. All school supplies and books needed by students may be purchased during these hours as can some tickets for games and other special school events. Book rental fees are paid in the bookstore, and requests for special fee payment arrangements are made through the bookstore.

LOCKER USAGE

Lockers are assigned to students at the beginning of the school year or when enrolled. Each student is responsible for the care and appearance of his/her locker. Your assigned locker is the only locker you are allowed to use. Keep your locker combination secret! Students should report locker problems to the Guidance Office.

HEALTH ROOM

- A. All students are required to have home/cell numbers and emergency numbers on file in the health room. If numbers change, it is the student and parent's responsibility to contact the school.
- B. State law requires health history, which must be kept in the health room file.
- C. State law also requires students to have certain immunizations. For high school students at this time, they are:
 - 1. DPT - 5 doses (4 doses are acceptable if the 4th was given on or after the child's 4th birthday)
 - 2. OPV (polio) - 4 doses (3 doses are acceptable if the 3rd was given on or after the child's 4th birthday)
 - 3. MMR (measles, mumps, rubella) - 2 doses
 - 4. Hepatitis B - 3 doses
 - 5. Varicella - 2 doses OR physician documentation of disease history
 - 6. MCV (Meningitis)- 1 dose
 - 7. TDap (Tetanus & Pertussis)- 1 dose
 - 8. Recommended - HPV For girls 11 years old and older
- D. All students entering the health room are required to have a dated, timed, and signed pass from their teacher, or they will be sent back to class. Students are not allowed to "drop in" the health room between classes. Exceptions will be made in the case of an obvious emergency, such as bleeding or vomiting.
- E. Students will be excused from physical education class with a parent/guardian note for one day only. For a longer period, a physician's statement is required. This should be brought to the health room.
- F. If a student has a temperature of 100 degrees or above, he/she will be sent home. The student must remain at home until he/she is without fever for 24 hours, without the use of fever-reducing medication.
- G. Any skin rash of unidentified origin must be referred to a physician and the student will be excluded from school until the health room is provided with a doctor's release for the student to return to school.
- K. Acetaminophen (Tylenol), Diphenhydramine (Benadryl), Sudafed PE and Ibuprofen may be given only if there is a permission slip signed by the parent/guardian on file. This slip must be renewed each year.
- L. Specific rules regarding any other medications are as follows:
 - 1. Over-the-counter (non-prescription) medications must be in the original container and the parent/guardian must put the student's name on the label and send a note stating the student's name, the medication, and the time the medication is to be given. The student should bring the medication and note to the health room as soon as he/she arrives at school.
 - 2. Prescription medications must also be in the original container--the prescription bottle--with the student's name, drug name, and directions for drug administration. Also, the parent/guardian must provide a note giving permission for the medication to be administered and the time(s) it should be given. The student should bring the medication and note to the health room as soon as he/she arrives at school.
- M. No medication is to be carried by a student while at school. This is in violation of Indiana state law. An exception to this would be emergency medications, such as epi-pens and asthma inhalers. If the family decides they would like their child to carry emergency medications, the family must provide to the health room:
 - 1. A physician's statement stating: the student's name, medication to be carried and that the student knows how to administer the medication in case of an emergency.
 - 2. A parent permission slip allowing the student to carry the medication during school hours and a Care Plan. Forms can be obtained from the Health Room.
- N. No pierced body part or tattoo will be given routine care. This can be taken care of at home before and after school.

Greenwood Community High School Graduation Requirements



Effective beginning with students who enter high school in 2012-13 school year (class of 2016).

Course and Credit Requirements	
English/ Language Arts	8 credits <i>Including a balance of literature, composition and speech.</i>
Mathematics	6 credits (in grades 9-12) 2 credits: <i>Algebra I</i> 2 credits: <i>Geometry</i> 2 credits: <i>Algebra II</i> <small>Or complete Integrated Math I, II, and III for 6 credits. Students must take a math or quantitative reasoning course each year in high school</small>
Science	6 credits 2 credits: <i>Biology I</i> 2 credits: <i>Chemistry I or Physics I or Integrated Chemistry-Physics</i> 2 credits: <i>any Core 40 science course</i>
Social Studies	6 credits 2 credits: <i>U.S. History</i> 1 credit: <i>U.S. Government</i> 1 credit: <i>Economics</i> 2 credits: <i>World History/Civilization or Geography/History of the World</i>
Directed Electives	5 credits <i>World Languages</i> <i>Fine Arts</i> <i>Career and Technical Education</i>
Physical Education	2 credits
Health and Wellness	1 credit
Electives*	6 credits <small>(College and Career Pathway courses recommended)</small>
40 Total State Credits Required	

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

** Specifies the number of electives required by the state. High school schedules provide time for many more electives during the high school years. All students are strongly encouraged to complete a College and Career Pathway (selecting electives in a deliberate manner) to take full advantage of career and college exploration and preparation opportunities.*

CORE40 with Academic Honors (minimum 47 credits)

For the **Core 40 with Academic Honors** diploma, students must:

- Complete all requirements for Core 40.
- Earn 2 additional Core 40 math credits.
- Earn 6-8 Core 40 world language credits
(6 credits in one language or 4 credits each in two languages).
- Earn 2 Core 40 fine arts credits.*
- Earn a grade of a “C” or better in courses that will count toward the diploma.
- Have a grade point average of a “B” or better.
- Complete one of the following:
 - A. Earn 4 credits in 2 or more AP courses and take corresponding AP exams
 - B. Earn 6 verifiable transcribed college credits in dual credit courses from the approved dual credit list.
 - C. Earn two of the following:
 1. A minimum of 3 verifiable transcribed college credits from the approved dual credit list,
 2. 2 credits in AP courses and corresponding AP exams,
 3. 2 credits in IB standard level courses and corresponding IB exams.
 - D. Earn a combined score of 1750 or higher on the SAT critical reading, mathematics and writing sections and a minimum score of 530 on each
 - E. Earn an ACT composite score of 26 or higher and complete written section
 - F. Earn 4 credits in IB courses and take corresponding IB exams.

CORE40 with Technical Honors (minimum 47 credits)

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

- Complete all requirements for Core 40.
- Earn 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and one of the following:
 1. State approved, industry recognized certification or credential, or
 2. Pathway dual credits from the approved dual credit list resulting in 6 transcribed college credits
- Earn a grade of “C” or better in courses that will count toward the diploma.
- Have a grade point average of a “B” or better.
- Complete one of the following,
 - A. Any one of the options (A - F) of the Core 40 with Academic Honors
 - B. Earn the following scores or higher on WorkKeys; Reading for Information – Level 6, Applied Mathematics – Level 6, and Locating Information-Level 5.
 - C. Earn the following minimum score(s) on Accuplacer: Writing 80, Reading 90, Math 75.
 - D. Earn the following minimum score(s) on Compass; Algebra 66 , Writing 70, Reading 80.

*Fine arts include any art class, photography, any choral music class, any instrumental music class, Dance Performance, Music Theory & Composition, Music History, Piano & Electronic Keyboarding, or Theatre Arts.

Note: All Diploma Track High School students in the State of Indiana are expected to earn a Core-40 or higher level Diploma. Students who do not meet the minimum requirements of the Core-40 Diploma may be eligible for the Indiana General Diploma (See Appendix A). For details please consult your counselor.

TESTING PROGRAM

Tests are used to evaluate an individual student's ability and achievement and to help determine placement of the student in educational programs and specific classes. GHS sends test scores and explanatory material to parents/guardians, as they are available. Parents/guardians and students should contact the counselor for further explanation of test results if necessary.

- A. End of Course Assessments (ECA) and ISTEP
State and Federally mandated exams required for graduation will be administered as prescribed by the Indiana Department of Education.
- B. Preliminary Scholastic Aptitude Test/National Merit Scholarship Qualifying Test (PSAT/NMSQT): The PSAT/NMSQT is recommended as preparation for the SAT. The PSAT/NMSQT is used to qualify junior students for the National Merit Scholarship Program and for other scholarships offered by colleges and universities, business and industry, and fraternal and other organizations. The PSAT/NMSQT is offered at GHS in mid-October. Students must sign up for the test in the guidance office beginning two weeks prior to the test.
- C. Scholastic Aptitude Test (SAT) and American College Test (ACT):
The SAT and ACT are primarily for 11th- and 12th-grade, college-bound students but are open to anyone. Both are used to qualify students for college and for some scholarships. The SAT is offered at GHS in May. The ACT is offered at GHS in April. Students must register online at www.collegeboard.com (SAT) and www.act.org (ACT).
- D. Armed Services Vocational Aptitude –Career Exploration Program (ASVAB-CEP):
Representatives of the military give the ASVAB-CEP each fall for any 11th- or 12th-grade student who wishes to take it. The results can be used for placement in military programs, but also provide valuable information about the student's vocational aptitudes, strengths, and weaknesses. Taking the ASVAB-CEP does not obligate a student to the military. Students who wish to take the ASVAB-CEP must sign up in the guidance office beginning two weeks prior to the test date.
- E. Advanced Placement Tests (AP Tests):
AP tests are given in the spring to students that have completed the corresponding AP course at GHS. AP tests may qualify students for advanced placement and/or college credit. Students taking AP classes will receive information about the AP exam from their teacher early in the semester. The Department of Education pays for certain exams. Students will be notified if the exam they wish to take will be paid for by the state. (See ON-CAMPUS POST-SECONDARY PROGRAMS for details.)

EXTRA-CURRICULAR & CO-CURRICULAR ACTIVITIES

Generally speaking, students involved in extra-curricular activities enjoy school more, do better in school, and profit much more from their high school experience. These students have a stronger feeling of belonging, or being a part of the school, and have an outlet through which they can make meaningful and important contributions. Also, through these programs students can develop abilities, attitudes and pursue areas of performance, which may become important to their careers or leisure time after high school.

NOTE: Many of the activities listed below have eligibility rules to participate. Any student planning to participate in an extra-curricular activity should contact the sponsor of that activity or his/her counselor to determine eligibility requirements. Meeting eligibility requirements is the student's responsibility.

SCHOOL GOVERNMENT:

- A. Class Officers
- B. Student Council

SERVICE ACTIVITIES:

- A. Key Club
- B. Interact
- C. Teen Assets
- D. Humanities/Service Learning
- E. Peer Tutoring (Formerly Peer Facilitating)
- F. Ambassadors
- G. Students Responding to Prejudice
- H. Youth Philanthropy Club (YPC)

SUBJECT AREA ACTIVITIES:

- A. Spanish Club
- B. French Club
- C. Industrial Technology Club
- D. Various Clubs through C-9 Programs
- E. Academic Team
- F. College Prep Club
- G. Spell Bowl

ATHLETICS:

- A. Boys' Inter-School Programs
 - 1. Football
 - 2. Basketball
 - 3. Baseball
 - 4. Tennis
 - 5. Cross Country
 - 6. Track
 - 7. Golf
 - 8. Swimming
 - 9. Soccer
 - 10. Wrestling

- B. Girls' Inter-School Programs
 - 1. Volleyball
 - 2. Basketball
 - 3. Softball
 - 4. Tennis
 - 5. Cross Country
 - 6. Track
 - 7. Golf
 - 8. Swimming
 - 9. Soccer

MUSIC:

- A. Band: (Must be member of appropriate class)
 - 1. Advanced Concert Band (Wind Ensemble)
 - 2. Intermediate Concert Band (Symphonic Band)
 - 3. Jazz Ensemble (Band)
 - 4. Dance Performance (Irish Guard)

- B. Performing Choir: (Must be member of appropriate class)
 - 1. Beginning Chorus
 - 2. Intermediate Chorus
 - 3. Advanced Chorus (Concert Choir)
 - 4. Advanced Chorus (Soprano/Alto) (Jade)

DRAMATICS:

- A. Drama Club
- B. Dramatic Presentations
- C. Stage Crew & Technical Crew

JOURNALISM: (must be member of appropriate class)

- A. The Timberlines (newspaper)
- B. The Woodman (yearbook)
- C. News Bureau

ATHLETIC AUXILIARIES:

- A. Cheerleaders
- B. Wrestlerettes
- C. Student Booster Club

HONORARIES:

- A. National Honor Society
- B. Thespian Society
- C. Quill & Scroll

OTHER:

- A. Impact Bible Club (student organized and student led)
- B. FCA (Fellowship of Christian Athletes – not limited to athletes)
- C. SADD (Students Against Destructive Decisions)
- D. Knitting Club

THE MEDIA CENTER

The goal of the media center at Greenwood High School is to help provide materials—or access to them—in order to support the educational, informational, recreational, and emotional needs of its patrons. Ideally, that includes collaboration with faculty in order to select items for the collection that supplement various curricula of the school. Traditionally, the patrons of the school library are its students and its faculty and staff. More often in this electronic and mobile society, it is important to reach out to the usual patrons and to the rest of the community as well. Providing communication of activities and services of the media center is one means of establishing that necessary link. Another is access to the library catalogue on line.

In order to support class work, the media center provides print materials that supplement text and class notes. Visual materials, such as artwork and computer graphics, are current means of enhancing class papers. Some information is provided from CD-ROM programs and from access to the Internet, including subscription databases. Current technologies are considered for acquisition if they fit into the curriculum and provide a useful support to students.

POLICIES AND PROCEDURES

A. HOURS and ATTENDANCE:

1. The media center is open from 7:00 a.m. to 3:00 p.m. on school days.
2. Students may go to the media center before the beginning of first period and after the end of their school day. Passes signed by their classroom teachers are required at all other times.
3. A student wishing to go to the library during study hall to do research for a class must obtain a pass from the teacher assigning the research. After having the study hall monitor initial the pass, the student may then work in the library as long as necessary during that period. All other students will receive specified weekly time for recreational reading.

B. BORROWING LIBRARY MATERIALS:

1. Students may borrow books for a two-week period. Magazines and pamphlets are loaned for only one school night at a time.
2. Videos, disks, and CD-ROM disks are loaned primarily to faculty and staff; however, some college videos and CD-ROM programs are available for student checkout.
3. Materials may be renewed if there are no other reserves on these items.
4. The borrowing time may be altered for particular items in order to be able to provide enough material for various school projects.
5. Late materials will be assessed a fine per item per school day until returned, with exception allowed for excused absences.
6. Lost materials may be replaced by a duplicate of the missing item or by its replacement cost.
7. In order to use any computer in the school (due to the requirements of universal Internet access and the automated library program), each student must have a signed Appropriate Use Policy form on file and present their student ID, which indicates their permission to use the computers.

C. LIBRARY FEES: Unpaid library fees may result in revocation of driving privileges. Students may not participate in commencement if they have outstanding library fees.

COURSE SELECTION KEY

Each course will have a description and clarification of specific requirements. After some course descriptions you will find the following capitalized bold letters.

- (R)** = Recommended by teacher, counselor or coach
- (W)** = Weighted Class
- (A)** = Audition
- (AP)** = Advanced Placement
- (ACP)** = Advanced College Project in conjunction with Indiana University

MISCELLANEOUS

SYUDY HALL – Study Hall will be offered to students with the understanding that they are to work on class assignments during the period. In addition, students electing to take study hall are expected to comply with the following guidelines:

ART DEPARTMENT

It is the goal of the Art Department to engage students in sequential learning experiences that lead to an understanding and appreciation of our visual environment and culture. The courses in the Art Department encompass art history, art criticism, aesthetics, and production in a variety of two and three-dimensional media.

INTRODUCTION TO 2-DIMENSIONAL ART - (Offered to grades 9-12) This course is designed to provide the beginning high school student with the fundamentals of art appreciation, evaluation, and art-producing skills. Studio work includes drawing, perspective, pencil rendering, color and design principles. Slides, videos, films, a textbook, and prints are used in art appreciation study.

ADVANCED 2-DIMENSIONAL ART 1 - (Offered to grades 10-12; prerequisite: Introduction to 2-Dimensional Art) This course is designed to provide the student with an opportunity to gain greater experience, skill and knowledge in the areas of art appreciation, drawing, color, painting techniques, printing making and design.

ADVANCED 2-DIMENSIONAL ART 2 - (Offered to grades 11 & 12; prerequisite: Advanced 2-Dimensional Art) this course offers opportunities for the student who has demonstrated above-average interest and aptitude in art to further his/her understanding and skills. Student work will consist of pictorial composition using a variety of media and techniques. Sculpture and graphic problems will also be explored. Art appreciation and art evaluation are studied through various media.

ADVANCED 2-DIMENSIONAL ART 3 - (Offered to grade 12; prerequisite: Advanced 2-Dimensional Art II) This course is designed for the serious art student. It would be of particular value to students preparing for professional art schools or college art majors. This course provides an opportunity for students to increase their understanding of our art heritage, further develop their skills, and gain experience in creative expression in the visual arts. Activities are designed to develop independence and initiative. Each student is recognized as an individual with particular interests and considerable art experience. He/She is carefully guided to help the student achieve his/her greatest artistic potential.

CERAMICS 1 – (Offered to grades 9-12) This course is designed to introduce basic hand-building and wheel-throwing techniques with clay. Studio assignments will include both functional and sculptural pieces.

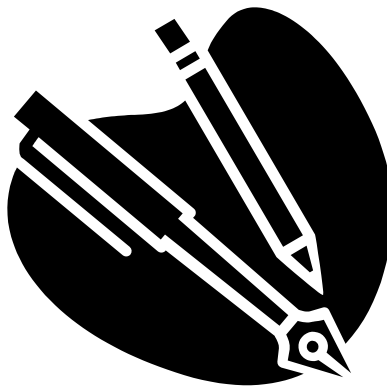
CERAMICS 2 – (Offered to grades 9-12; prerequisite: Ceramics 1) This course is designed to advance students' skills beyond basic technique. Students will produce functional and sculptural pieces while working in the studio.

CERAMICS 3 – (Offered to grades 10-12; prerequisite: Ceramics 2) In this course an advanced level of craftsmanship and creativity will be stressed. Students will be expected to create show-quality pieces as advanced wheel-throwing techniques are highlighted.

CERAMICS 4 – (Offered to grades 10-12; prerequisite: Ceramics 3) In this course an advanced level of craftsmanship and creativity will be stressed. Students will be expected to create show-quality pieces as advanced wheel-throwing techniques are highlighted.

PHOTOGRAPHY – (Offered to grades 11 & 12) Photography is a course based on the Indiana Academic Standards for Visual Art. Students in photography engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works, creating photographs, films, and videos utilizing a variety of digital tools and dark room processes. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

Note: This course has several rigid requirements of which the student and parent/guardian should be aware; these requirements are listed in a letter that parents/guardians must sign. The letter is reprinted on the next page.



PHOTOGRAPHY NOTES:

Photography is offered by the Art Department & Journalism Program to provide a mature student with an opportunity to develop a media for visual creative expression.

REQUIREMENTS

1. Camera for Art Department Course (darkroom) - Students must have a working camera with adjustable focus, aperture and shutter speed. **35mm SLR**, Film format camera **ONLY**. Instant cameras, pocket cameras, Polaroid and other simple or automatic cameras or any Digital camera will not suffice. *****Students are 100% responsible for their own camera and equipment.** The school accepts no responsibility for students' cameras and equipment. Parents are urged to record serial numbers and to insure all photo equipment.
2. Camera for Journalism Program Course (digital photography)- Students must have a working digital camera with adjustable focus, aperture and shutter speed. Instant cameras, pocket cameras, Polaroid and other simple or automatic cameras will not suffice. *****Students are 100% responsible for their own camera and equipment.** The school accepts no responsibility for students' cameras and equipment. Parents are urged to record serial numbers and to insure all photo equipment
3. Transportation - Transportation must be available as most picture-taking assignments are done outside of class and mobility is necessary.
4. Out of Class work time - Time is needed for completion of assignments during daylight hours. Students whose work schedules or other activities would not provide for one to three hours of daylight time per week should consider an alternative to **taking these courses**. Assignments are due on time.
5. Students will pay the cost of any art department equipment or materials damaged or wasted through carelessness or misuse.
6. Class time and department equipment may be used only for class assigned or approved work.
7. **For the Art Department Course (darkroom), students will provide all necessary film and printing paper for assigned work.** Chemicals and equipment will be provided by the Art Department through the \$10 fee paid at the beginning of the course.

MATERIALS THAT YOU ARE TO PROVIDE **for Art Department Course (darkroom):**

1. Approximately 16 rolls of black & white 24 exp. Film - approx. \$64.00
2. About 100 sheets of 8 x 10 RC Glossy, photo paper - approx. \$80.00
3. 25 Sheet Protectors for storing photographs

Parent's/Guardian's Signature _____ indicates that this letter has been read by the student's parent/guardian and he/she understands the requirements of the Media Arts course.

BUSINESS EDUCATION DEPARTMENT

Introduction to Business (Grades 9-12, 1 semester)

Interested in Business, but not sure where to begin? Try Introduction to Business. This class will help you better understand business concepts, prepare you for business study in college, decide what area of business you may like to study, and prepare you for any career! This course covers business management, entrepreneurship, marketing fundamentals, and business ethics and law. Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

Introduction to Computer Science (Grades 9-12, 1 semester)

Introduction to Computer Science allows students to explore the world of Computer Science. Students will gain a broad understanding of the areas composing Computer Science. Additionally, there will be a focus on the areas of computer programming, gaming/mobile development, and artificial intelligence/robotics. Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

Web Design (Grades 9-12, 2 semesters)

Web Design provides a comprehensive introduction to the essentials of web design, from planning page layouts, to navigation and interactivity, to publishing a complete website. Through real-world design scenarios and hands-on projects, students create compelling, usable websites using HTML/XHTML, CSS, and current/emerging software programs. Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

Digital Applications and Responsibility – Digital Citizenship (Grades 9-12, 1 semester)

Digital Applications and Responsibility prepares students to use technology in an effective and appropriate manner in school, in a job, or everyday life. Students develop skills related to word processing, spreadsheets, presentations, and communications software. Students learn what it means to be a good digital citizen and how to use technology, including social media, responsibly. Students expand their knowledge of how to use digital devices and software to build decision-making and problem-solving skills. Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

Preparing for College and Careers (Grade 10, 1 semester)

This course 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. Some topics included are life and career skills; communication; leadership; 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 finances. This course also includes reviewing the 16 national career clusters and Indiana's College and Career Pathways; reviewing graduations plans; developing career plans and developing personal and career portfolios. Counts as a Direct Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

Radio & Television (Grades 10-12, 2 semesters)

Radio and Television I focuses on communication, media and production. Emphasis is placed on career opportunities, production, programming, promotion, sales, performance, and equipment operation. Students will also study the history of communication systems as well as communication ethics and law. Students will develop oral and written communication skills, acquire software and equipment operation abilities, and integrate

teamwork skills. Instructional strategies may include a hands-on school-based enterprise, real and/or simulated occupational experiences, job shadowing, field trips, and internships. Counts as a Directed Elective or Elective for all diplomas

Introduction to Accounting (Grades 10-12, 2 semesters)

Accounting is often referred to as the “language of business”. It includes the record keeping of all financial transactions in order to measure the profit or loss of a business. It also involves analyzing the financial information to help managers, owners, and employees make decisions about the business. Just about everyone, no matter what career choice, would benefit from a basic understanding of accounting, both professionally and in their personal finances. This course is recommended for any student interested in pursuing a business career or plan to open their own business. Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

Principles of Marketing (Grades 10-12, 2 semesters)

Principles of Marketing provides a basic introduction to the scope and importance of marketing in the global economy. Students will utilize various learning methods, including many hands-on projects, as they relate to advertising, promoting, selling, product distribution, pricing, and product/service management. Learn the foundations of marketing principles which will better prepare you for many different careers in business. Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

Personal Financial Responsibility (Grades 11-12, 1 semester)

Personal Financial Responsibility addresses the identification and management of personal financial resources to meet the financial needs and wants of individuals and families, considering a broad range of economic, social, cultural, technological, environmental, and maintenance factors. This course helps students build skills in financial responsibility and decision making; analyze personal standards, needs, wants, and goals; identify sources of income, saving and investing; understand banking, budgeting, record-keeping and managing risk, insurance and credit card debt. Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

Computer Science AP (Grades 11-12, 2 semesters)

The course introduces students to computer science with fundamental topics that include problem solving, design strategies and methodologies, organization of data (data structures), approaches to processing data (algorithms), analysis of potential solutions, and the ethical and social implications of computing. The course emphasizes both object-oriented and imperative problem solving and design using Java language. These techniques represent proven approaches for developing solutions that can scale up from small, simple problems to large, complex problems. The Computer Science AP course curriculum is compatible with many CS1 courses in colleges and universities. This course will prepare students for the AP Computer Science exam.

Sports and Entertainment Marketing (Grades 11-12, 1 semester)

Sports and Entertainment Marketing is a specialized marketing course that develops student understanding of the sport/event industries, their economic impact, and products; distribution systems and strategies; pricing considerations; product/service management, and promotion. Students acquire an understanding and appreciation for planning. Throughout the course, students are presented problem-solving situations for which they must apply academic and critical-thinking skills. Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

FAMILY AND CONSUMER SCIENCE EDUCATION

Family and Consumer Sciences education has as its central focus preparing individuals to become independent; to manage the challenges of personal, home, family and community life; to contribute to the good of the community and society, and to transfer appropriate personal skills to the workplace.

NUTRITION AND WELLNESS/FOODS 1 - (Offered to grades 10-12; one semester) This course is designed at the beginner or refresher level in the study of foods, nutrition, and wellness. Class work and lab experiences will include topics of basic food preparation and cooking methods; nutrition and wellness choices; safety and sanitation; consumer issues associated with the food industry, the food supply and food technology.

INTRODUCTION TO FASHION AND TEXTILES- (Offered to grades 9-12; one semester) Introduction to Fashion and Textiles is an introductory course for those students interested in academic enrichment or a career in the fashion, textile, and apparel industry. This course addresses knowledge and skills related to design, production, acquisition, and distribution in the fashion, textile, and apparel arena. The course includes the study of personal, academic, and career success; careers in the fashion, textile, and apparel industry; factors influencing the merchandising and selection of fashion, textile, and apparel goods and their properties, design, and production; and consumer skills. A project-based approach integrates instruction and laboratory experiences including application of the elements and principles of design; selection, production, alteration, repair, and maintenance of apparel and textile products; product research, development, and testing; and application of technical tools and equipment utilized in the industry. Visual arts concepts will be addressed. Direct, concrete mathematics proficiencies will be applied. Service learning and other authentic applications are strongly recommended. This course provides the foundation for continuing and post-secondary education in fashion, textile, and apparel-related careers. Counts as a Directed Elective or Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ADVANCED NUTRITION/FOODS 1 - (Offered to grades 11-12; one semester; prerequisite: Nutrition & Wellness/Foods 2) This course expands upon principles, procedures, and skills taught in Nutrition & Wellness/Foods 1 & 2. Topics of study include nutrition and wellness for individuals and families across the life span; community and world food issues and concerns; and management of food-related resources; appropriate lab experiences and applications included.

ADVANCED NUTRITION/FOODS 2 - (Offered to grades 11-12; one semester; prerequisite: Advanced Nutrition/Foods 1) Units of study in this course will include exploration of careers in all aspects of the food industry; economic, social, cultural and global food topics and issues; impacts of technology on nutrition, food, and equipment; and basic aspects of food science. Lab experiences and applications will be included.

CHILD DEVELOPMENT AND PARENTING - (Offered to grades 9-12; one semester) The focus of this class is on practices and skills that support positive development of children. Topics include roles, responsibilities and challenges of caregivers and parents; prenatal care, development, and the birth process; meeting physical, social, emotional, intellectual, moral, and developmental needs of infants and children; impacts of heredity, environment, and family relationships on development of children; caring for children with special needs.

HUMAN DEVELOPMENT AND WELLNESS - (Offered to grades 10-12; one semester) Human Development and Wellness is valuable for all students as a life foundation and academic enrichment; it is especially relevant for students interested in careers impacted by individuals' physical, social, emotional, and moral development and wellness across the lifespan. Major topics include principles of human development and wellness; impacts of family on human development and wellness; factors that affect human development and

wellness; practices that promote human development and wellness; managing resources and services related to human development and wellness; and career exploration in human development and wellness. Life events and contemporary issues addressed in this course include (but are not limited to) change; stress; abuse; personal safety; and relationships among lifestyle choices, health and wellness conditions, and diseases. A project-based approach that utilizes higher order thinking, communication, leadership, and management processes is recommended in order to integrate the study of these topics. Authentic applications through service learning are encouraged. • Recommended Grade Level: 10, 11, 12 • Recommended Prerequisites: none • Credits: 1-2 semester course, 1 credit per semester, 2 credits maximum • Counts as a Directed Elective or Elective for all diplomas • Qualifies as one of the F&CS courses a student can take to waive the Health

INTERPERSONAL RELATIONSHIPS – (Offered to grades 10-12; one semester) This course addresses the knowledge, skills, attitudes and behaviors all students need to participate in positive, caring and respectful relationships within a family and with individuals in the school, community, and workplace. Emphasis is placed on current issues and concerns. Topics include roles, responsibilities and components of healthy relationships; decision-making; effective communication; preventing and managing stress and conflict; issues of violence and abuse, and information about community resources, services, and agencies.

ADULT ROLES AND RESPONSIBILITIES- (Offered to grades 11-12; one semester) The focus of this course is on knowledge, skills, attitudes, and behaviors students will need to become independent, contributing, and responsible participants in family, community, and career settings. Topics include living independently; analysis of personal standards, needs, aptitudes, and goals; integration of family, community, and career responsibilities; consumer choices and decision making related to nutrition and wellness, clothing, housing, and transportation; financial management; relationship of technology and environmental issues to family and consumer resources; and community roles and responsibilities of families and individuals.

CADET TEACHING EXPERIENCE / EDUCATION PROFESSIONS – (Offered to grades 11-12; two semesters; should have a 2.5 GPA) This course provides students interested in pursuing a career in education (preschool, elementary, or middle school) the opportunity to work in a classroom under the supervision of a cooperating teacher. Topics of study for the course will include: practices that promote long-term well-being of children; developmentally appropriate guidance and intervention strategies for individual children and groups of children; accessing, evaluating, and utilizing related research including brain/learning research; meeting needs of children with a variety of disadvantaging conditions; exploration of various aspects of selected child-related and education careers. The applicant should have a minimum GPA of 2.5 and have a good attendance record. Students will need parental permission to drive to the required site. (R) Note: Interested students should obtain an application from their counselor.

CADET TEACHING EXPERIENCE / EDUCATION PROFESSIONS for Dual Credit at NO COST * – (Two semesters; offered to grade 12; two semesters; should have 2.5 GPA) **Prerequisite:** Students that meet the following requirements will have the opportunity to enroll in the EDUC 101, Introduction to Education 101 through Ivy Tech Community college. This is a three credit hour course that is transferable to most colleges. Students will have to have PSAT scores of 46+ in reading, writing, and math, or SAT scores of 460+ in reading, writing, and math, or ACT scores of 19+ in reading, writing, or math, or required Accuplacer scores of 35+ in Algebra, 80+ in Reading, and 70+ in Writing. The Accuplacer test is Ivy Tech's entrance test and will be given during school time.

SERVICE LEARNING – (Offered to grades 11-12; two semesters) (Offered to grades 11-12; two semesters) This course will provide students with opportunities to plan and carry out various service projects. Students will utilize organizational techniques, time management methods, decision-making processes, communications skills, problem-solving skills, leadership and teamwork practices to provide service to others within the school and the community. In return, students will learn new skills through their service while developing relationships with those being served. Grades will be based on initial training, class participation, journals, team participation, service performed, reflective activities and student portfolio. Service learning students are ambassadors to the community from Greenwood High School and will be expected to be good role models for other students, representing the school in a positive manner. Students will be required to perform at least 10 hours of service each semester outside of class time for projects benefiting the community. Parental permission to drive/travel to service sites is required. (R)

Note: Interested students should obtain an application from their counselor. The Service Learning teacher advisor will interview student candidates.

LANGUAGE ARTS DEPARTMENT

ENGLISH 9 LANGUAGE, LITERATURE, & COMPOSITION - (2 Semesters) Students learn to write by writing and by receiving constructive, substantive feedback. Writing is an intensive, focused process that includes the following: prewriting, drafting, peer feedback, revising (content, structure, presentation), editing (mechanics, language in use), and publishing (final product). Students will receive instruction in writing clear, concise, coherent, organized sentences, paragraphs, and compositions; students will learn to collect, and cite research data in text. Additional instruction in grammar, usage, mechanics, format and style (*Modern Language Association—MLA, American Psychological Association—APA, or other style formats*) will be integrated with writing assignments. Vocabulary, especially ISTEP+/ECA and PSAT/SAT vocabulary will be integrated into this study of writing. Additionally, genres of literature stresses the fundamental techniques and conventions of reading, understanding, and analyzing literary genres such as poetry, the short story, drama, biography, the novel, journal writing, and essay writing. Students will apply various reading strategies to identify literature by genre, to identify and analyze elements of story and drama structure, to identify author's purpose and perspective, and to recognize bias and propaganda. As part of the response to and analysis of literary works, students will demonstrate both written and oral communication skills.

ENGLISH 9* LANGUAGE, LITERATURE, & COMPOSITION - (2 Semesters) Prerequisite: Students must take a placement exam prior to being accepted into Honors English. This course develops higher-level thinking skills through the study and analysis of World Literature, grammar and composition, and vocabulary. English 9 Honors prepares students for the advanced level honors classes leading to an Advanced Placement course in the senior year.

The **Literature** component develops students' ability to master, analyze, and evaluate all genres in World Literature from Ancient Time to the Middle Ages. Several outside novels are read in addition to the anthology. An emphasis is placed on writing about the literature.

The **Composition** component provides opportunities for students to receive constructive feedback on their writing. Instruction in grammar, usage, mechanics, format, and style will be integrated into the writing assignments. Vocabulary will focus on PSAT, SAT, and ACT preparation. A research paper is required. (R)
(W)

ENGLISH 10 LANGUAGE, LITERATURE, & COMPOSITION - (2 Semesters) English 10 further develops and refines writing skills introduced in English 9. Students have frequent opportunities to write for various audiences and purposes using the writing strategies from English 9. Persuasive writing and formal argumentation is emphasized in this class; students will also work on literary analysis and technical writing. Additional

instruction in grammar, usage, mechanics, format and style (*Modern Language Association—MLA, American Psychological Association—APA, or other style formats*) will be integrated with writing assignments. Vocabulary focus is on preparation for the ISTEP/ECA, PSAT, SAT and/or ACT. World Literature surveys literature written by major authors of various nationalities and from worldwide localities. Increased focus is placed on choices of literature, reading comprehension, and writing strategies of authors. Students will be expected to respond critically, reflectively, and imaginatively to the literature they read. In addition students will practice identifying and forming conclusions; recognizing and using persuasive devices; judging author's purpose, perspective, and expertise; and reading and interpreting public documents, instructions, and symbols. Students will demonstrate oral communication skills during presentations and group discussions on a variety of topics.

ENGLISH 10 * LANGUAGE, LITERATURE, & COMPOSITION - (2 Semesters) *Prerequisite: B- or higher in English 9H or student must take a placement exam. This course continues to develop higher-level thinking skills through the study and analysis of World and American Literature, grammar and composition, and vocabulary. English 10 Honors prepares students for the advanced level honors classes leading to an Advanced Placement course in the senior year.*

The **Literature** component develops students' ability to master, analyze, and evaluate all genres in World and American Literature from the Middle Ages through Modern times. Several outside novels are read in addition to the anthology. An emphasis is placed on writing about the literature.

The **Composition** component continues to provide opportunities for students to receive constructive feedback on their writing. Persuasive, creative, and analytical writing is emphasized. Additional instruction in grammar, usage, mechanics, format, and style will be integrated into the writing assignments. Vocabulary will focus on PSAT, SAT, and ACT preparation. A research paper is required. **(R) (W)**

ENGLISH 11 LANGUAGE, LITERATURE & COMPOSITION – (Two Semesters) English 11 begins to integrate the study of literature, composition, and oral presentation skills through the study of American literature. Students will have the opportunity to respond critically, reflectively, and creatively to various literary genres. Literary works outside the anthology will also be required. Vocabulary study will continue to focus on development of skills from contextual clues with an emphasis on SAT/ACT preparation.

The **language/composition** component of this course continues to develop student's abilities to analyze and synthesize information in written formats. The study of grammar and mechanics will focus on problems in language usage and sentence/paragraph construction evident in student writing. Students will have opportunities to analyze and write for various audiences and purposes with an emphasis on persuasive techniques. All major papers will require the use of research skills developed in English 9-10.

American literature, fiction and non-fiction, is the core of literature study for grade 11. An emphasis is placed on literary terms and identification of these in the works of American authors. Student will analyze these works and respond critically, analytically, reflectively, and creatively to the social, economic, political, and cultural conditions reflected in American literature. Literary works beyond the anthology are required.

Oral communication skills emphasize effective listening and speaking techniques for formal and informal settings. Students will be encouraged to incorporate visual techniques into individual and group presentations .

ENGLISH 11 AP * – (2 Semesters) *Prerequisite: B- or higher in English 10H or student must take a placement exam. English 11 AP* integrates the study of literature, composition, and oral presentation skills through the study of nonfiction works by American authors and American literature. Students will be required to respond critically and reflectively to various genres by American authors. Students will also be required to read and respond to additional literary works outside the classroom. Summer reading selections and responses will be required for this course. Students have the option of taking the AP*

Language and Composition Test offered at the end of the school year for possible college credit. **(R) (W)**

12th Grade English Credit Requirements

Greenwood Community High School seniors are required to pass two credits of English 12 or English 12H. Failure to complete this requirement prior to commencement will result in the student being excluded from the graduation ceremony. Such students will complete their remaining English requirements in summer school or through an alternate means if summer school is not available. Students will not be awarded their diploma until this requirement as well as all other graduation requirements is met.

In the event that a student fails first semester of senior English, the student's guidance counselor may offer the student a make-up option if such options are available. The student will be expected to complete the first semester in his/her GHS assigned English class in order to prepare for second semester. Make-up options for first semester English 12 vary from year to year, and the availability of such options cannot be guaranteed. If no make-up option is available or if the student fails to show sufficient academic effort to justify assigning a make-up option, the student will be excluded from graduation and will be expected to return for summer school.

In the event that a student fails second semester of senior English, the student will not graduate with his/her class, will not participate in commencement and will be expected to return for summer school. Pass/Fail status for second semester English 12 will be determined at the completion of second semester. There are no make-up options for second semester English 12 prior to summer school. If summer school is not available, the student's guidance counselor will help the student identify other options. This could include the option of returning the following school year in order to complete the English requirement or any other outstanding requirements.

ENGLISH 12 LANGUAGE, LITERATURE & COMPOSITION – (Two Semesters) English 12 continues to integrate the study of literature, composition, and oral presentation skills through the study of British literature from the Anglo-Saxon through Modern periods. Students will have the opportunity to respond critically, reflectively, and creatively to various literary genres. A minimum of two additional literary works outside the anthology will be required. Vocabulary study will continue to focus on development of skills from contextual clues to analogies.

The **composition** component of this course continues to develop student's abilities to analyze and synthesize information in written formats. The study of grammar and mechanics focuses on problems in language usage and sentence/paragraph construction evident in student writing. Students will have frequent opportunities to write for various audiences and purposes using the writing strategies developed in grades 9-11. Persuasive writing, formal argumentation, literary analysis, technical and business communication will be emphasized. Major papers will be written several times during the year to assess student learning.

Oral communication skills emphasize effective listening and speaking techniques in formal and informal settings. Students will be encouraged to incorporate visual techniques into individual and group presentations.

*To better prepare students for the demands of career and academic pursuits after high school, each student will produce a **Senior Project**. A combination of a research paper, a project, a portfolio, and a presentation of this study will culminate the senior year in May. The senior English teacher serves as a coach for students as they prepare these four components to be read, viewed, and heard by members of the business and academic community of Greenwood. The successful completion of the Senior Project, which gives our graduates an advantage in the job market and in academic pursuits, is endorsed by the Indiana Department of Education as an indicator of excellence in education. The components of this program will be discussed with students and parents in May of the junior year.*

ENGLISH 12* ACP/Writing and Literature (Two Semesters) Offered to grade 12: Prerequisite C+ or higher in English 9-11. First semester of English 12 ACP offers instruction and practice in the reading, writing, and critical thinking skills required in college. Emphasis is on written assignments that require synthesis, analysis, and argument based on sources. This is a dual-credit course. Indiana University will grant 3 college credit hours for ENG W131: Elementary Composition through their Advance College Program.

Second semester of English 12 ACP develops critical skills essential to participation in the interpretive process. Through class discussion and focused writing assignments, introduces the premises and motives of literary analysis and critical methods associated with historical, generic, and/or cultural concerns. Indiana University will grant 3 college credit hours for English L202: Literary Interpretation. Students must pass first semester (W131) as a prerequisite to L202. Students must meet IU requirements and fees.

*To better prepare students for the demands of career and academic pursuits after high school, each student will produce a **Senior Project**. A combination of a project, a portfolio, and a presentation of this study will culminate the first semester in December. The senior English teacher serves as a coach for students as they prepare these four components to be read, viewed, and heard by members of the business and academic community of Greenwood. The successful completion of the Senior Project, which gives our graduates an advantage in the job market and in academic pursuits, is endorsed by the Indiana Department of Education as an indicator of excellence in education. The components of this program will be discussed with students and parents in May of the junior year. (W)*

ELECTIVE COURSES:

SPEECH – (One Semester; Grades 10-12) Speech is designed to help students acquire self-confidence and poise while developing formal, oral communication skills. Emphasis will be placed on the organization, structure, research, and delivery required in effective public speaking. Students will be encouraged to develop their own ideas, feelings, and personal attitudes into an effective message for speech situations.

DEBATE – (One Semester; Grades 10-12; *pre-requisite: Speech*) Debate focuses on developing skills for students to become: (1) in-depth researchers, (2) technical and persuasive writers, (3) effective communicators, and (4) perceptive listeners. Students gain an understanding of argumentation and persuasive theories and develop skills in logic and analysis. Students also research topics, organize research, write persuasive cases, and practice public speaking.

CREATIVE WRITING – (One Semester; Grades 10-12; pre-requisite: English 9) Composition, a course based on Indiana's Academic Standards for English Language Arts and the Common Core State Standards for English Language Arts, is a study and application of the rhetorical writing strategies for prose and poetry. Using the writing process, students demonstrate a command of vocabulary, the nuances of language and vocabulary, English language conventions, an awareness of the audience, the purposes for writing, and the style of their own writing. **CREATIVE WRITING PROJECT:** Students complete a project, such as a short story, a narrative or epic poem, a persuasive speech or letter, a book review, a script or short play, or other creative compositions, which demonstrates knowledge, application, and writing progress in the Creative Writing course content.

ETYMOLOGY – (One Semester; Grades 10,11) Etymology, a language studies course based on Indiana's Academic Standards for English/Language Arts and the Common Core State Standards for English/Language Arts, is the study and application of the derivation of English words and word families from their roots in ancient and modern languages (Latin, Greek, Germanic, Romance Languages). Students analyze meanings of English words by examining roots, prefixes, suffixes. Students analyze the connotative and denotative meaning of words in a variety of contexts and the reasons for language change. Students write about word history and semantics in texts that require etymological sensitivity, such as Renaissance poetry or works in translation.

THEATRE ARTS – NOT OFFERED 16-17 (One Semester; Grades 9-12) Instruction in this course enables students to: (1) improvise and write plays or scenes; (2) imaginatively express thoughts, feelings, moods, and characters; and (3) apply techniques involving voice, gesture, facial expression, and body movement to reproduce the subtleties of language and voice inflection in conveying emotion and meaning. Students are introduced to warm-up activities for body and voice, including mime activities. Students develop skills enabling them to speak clearly and expressively with: (1) appropriate articulation, (2) pronunciation, (3) volume, (4) stress, (5) rate, (6) pitch, (7) inflection, and (8) intonation. Using knowledge gained through the study of technical theatre and scripts, students focus on solving the problems faced by actors, directors, and technicians. They also refine their abilities to collaborate on performances, and they learn to constructively evaluate their own and others' efforts. Study also includes activities from a variety of historical and cultural contexts. Students develop critical thinking skills through studying examples of theatre criticism followed by analyzing and evaluating live performances.

ADVANCED THEATRE ARTS – NOT OFFERED 16-17 (One Semester; Grades 9-12; *Pre-requisite: C or better in Theatre Arts*) Students build on skills gained in Theatre Arts. Activities include: (1) improvise dialogue; identification of the physical, social, and psychological dimensions and qualities of characters; (3) creation of consistent characters; (4) demonstration of analytical skills by examining roles, comparing various forms of artistic expression and interpretation. Students will explore the nature of theatre and its major style periods.

ENGLISH AS A NEW LANGUAGE – (Offered to grades 9-12) This course is designed for students whose primary language is not English. Each limited English-speaking student will be evaluated individually to determine if he/she belongs in this class. The teacher will work with each student to facilitate that student's placement in a regular English class.

JOURNALISM (I) - (Two semesters; offered to grades 9-12) This course stresses writing factual material, including all types of news, features, and sports stories as well as advertising copy. An emphasis is placed upon writing skills, such as clarity, sentence variety, syntax, proper grammar, and mechanics as well as literary styles in print media. In addition, this course gives students opportunities to develop poise in meeting people through interviewing and selling advertising while it prepares students for work as a reporter, editor, photographer, and/or graphic designer. Students who have successfully completed Journalism I are invited to apply for the Timberlines, Woodman, or News Bureau staffs.

STUDENT PUBLICATIONS (1, 2, & 3) - (Two semesters; offered to grades 9-12; prerequisites: Journalism I & accepted application) These courses take the fundamentals of Journalism to higher levels as students strengthen their writing, design, photography and graphic design skills while publishing their work in the Timberlines (newspaper), Woodman (yearbook), or News Bureau (broadcast). Students can participate in the journalism program for four years of high school. Students on the newspaper staff publish the school newspaper and maintain a school newspaper website. Students on yearbook produce the annual yearbook. Students on News Bureau produce the daily show and have opportunities to produce a weekly sports podcast as well as play-by-play for football, volleyball, and basketball games. Based upon their applications, students are placed into newspaper, yearbook, or news bureau staff hours with each section of Student Publications I, II, and III meeting concurrently to produce the student publications.

FILM LITERATURE – (One Semester, offered to grades 11 & 12), a course based on Indiana's Academic Standards for English/Language Arts and the Common Core State Standards for English/Language Arts, is a study of how literature is adapted for film or media and includes role playing as film directors for selected screen scenes. Students read about the history of film, the reflection or influence of film on the culture, and issues of

interpretation, production and adaptation. Students examine the visual interpretation of literary techniques and auditory language in film and the limitations or special capacities of film versus text to present a literary work. Students analyze how films portray the human condition and the roles of men and women and the various ethnic or cultural minorities in the past and present.

WORLD LANGUAGES

All courses are two semesters

SPANISH 1 - (*Recommendation: C or above previous year's English class*) This introductory course is intended to lay a firm base for proficiency in Spanish, which includes understanding, speaking, reading, and writing. There is an emphasis on vocabulary and verbs. Students will also learn about Hispanic holidays, traditions and countries in which Spanish is the official language. Students will require the use of memorization skills as a tool to effectively acquire vocabulary and grammar concepts.

SPANISH 2 - (*Prerequisite: Spanish 1*) The second-year course builds upon the foundation laid in Spanish I. The course has a strong emphasis on the grammar and structure of the language; vocabulary becomes more specialized. Speaking, reading, writing and listening remain the building blocks of the language-learning process. *Recommendation: C or above in Spanish 1.*

SPANISH 3 - (*Prerequisite: Spanish 2*) The third-year course is designed to reflect a higher standard of achievement. Emphasis is given to the development of increased oral proficiency and written communication skills, increased vocabulary building, and more complex grammar (verb tense) structures. Students will also be expected to read for comprehension from a variety of authentic materials. *Recommendation: C or above in Spanish 2.*

SPANISH 4* - (*Prerequisite: Spanish 3* and teacher recommendation*) This course may be taken for Dual Credit – Indiana University ACP Program. This course reviews and builds upon the basic structures studied in Spanish levels I-III, and introduces culture that is woven throughout the chapters to enable students to learn to recognize and appreciate cultural diversity. Readings are both journalistic and literary. Grades are based on exams, oral tests, homework, compositions, and a cumulative final exam. Homework load is substantial. This course may be taken as a dual credit course; Indiana University will grant 3 credit hours for **HISP S200** and 3 credit hours for **HISP S250** through their Advance College Program. The specifics of the dual credit will be described in class. Students must meet IU requirements and fees. **(W)**

FRENCH 1 - (*Recommendation: C or above in previous year's English class*) This introductory course is intended to lay a firm base for proficiency in French which includes listening, speaking, reading, and writing. Basic conversation information is provided. There is an emphasis on vocabulary and verbs.

FRENCH 2 - (*Prerequisite: French 1*) The second-year course is intended to delve more deeply into the grammar and structure of the language. Listening, speaking, reading, and writing are still emphasized. More oral work is required of the students, and most of the class is conducted in French. *Recommendation: C or above in French 1.*

FRENCH 3 - (*Prerequisite: French 2*) Instruction at this level is designed to provide the student with greater facility in all the language skills. In speaking and writing, the student is given the opportunity to express original ideas. Emphasis is placed on more complex grammar structures, increased oral and writing proficiency. There will also be an emphasis on vocabulary building. *Recommendation: C or above in French 2*

FRENCH 4* - (*Prerequisite: French 3 or teacher recommendation*) This course may be taken for Dual Credit – Indiana University ACP Program F200-F250.

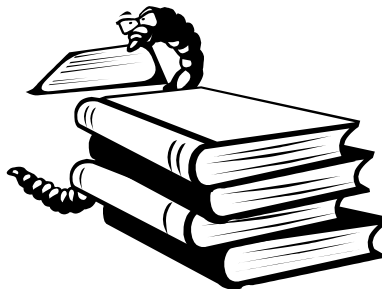
Course description

This course is offered through IU and the Advanced College Project. Students who have chosen to continue with a fourth year of French at GHS have the opportunity to earn college credit at the end of this course. It is designed to help students improve their communication skills in French and emphasizes all four language skills: speaking, listening, reading, and writing.

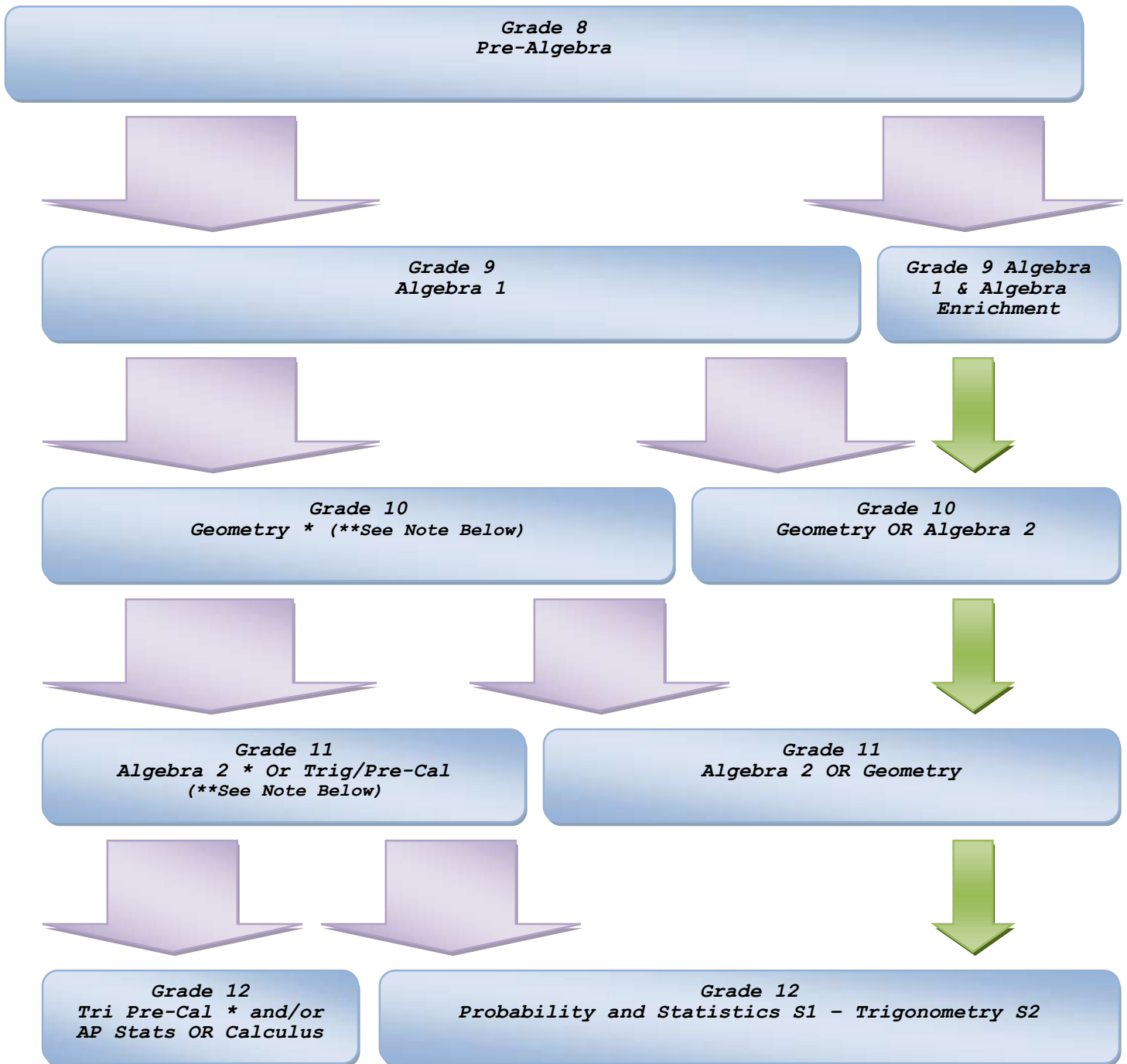
Class format

In order to achieve the objectives described above, classroom activities will focus on practice and reinforcement of materials covered in the textbook. The nature of F200 is highly interactive; you will speak French with your classmates and work together on various activities. For successful interactions in class, make sure that you are well prepared before the class period. You cannot expect to understand materials, or to speak, read and write about topics that you haven't spent a sufficient amount of time preparing. **(W)**

ENGLISH AS A SECOND LANGUAGE (ESL) – (Two semesters- offered in grades 9-12) The ESL class is for those students whose primary language is not English. The course emphasizes listening, speaking, pronunciation, reading, writing, vocabulary, grammar, and culture.

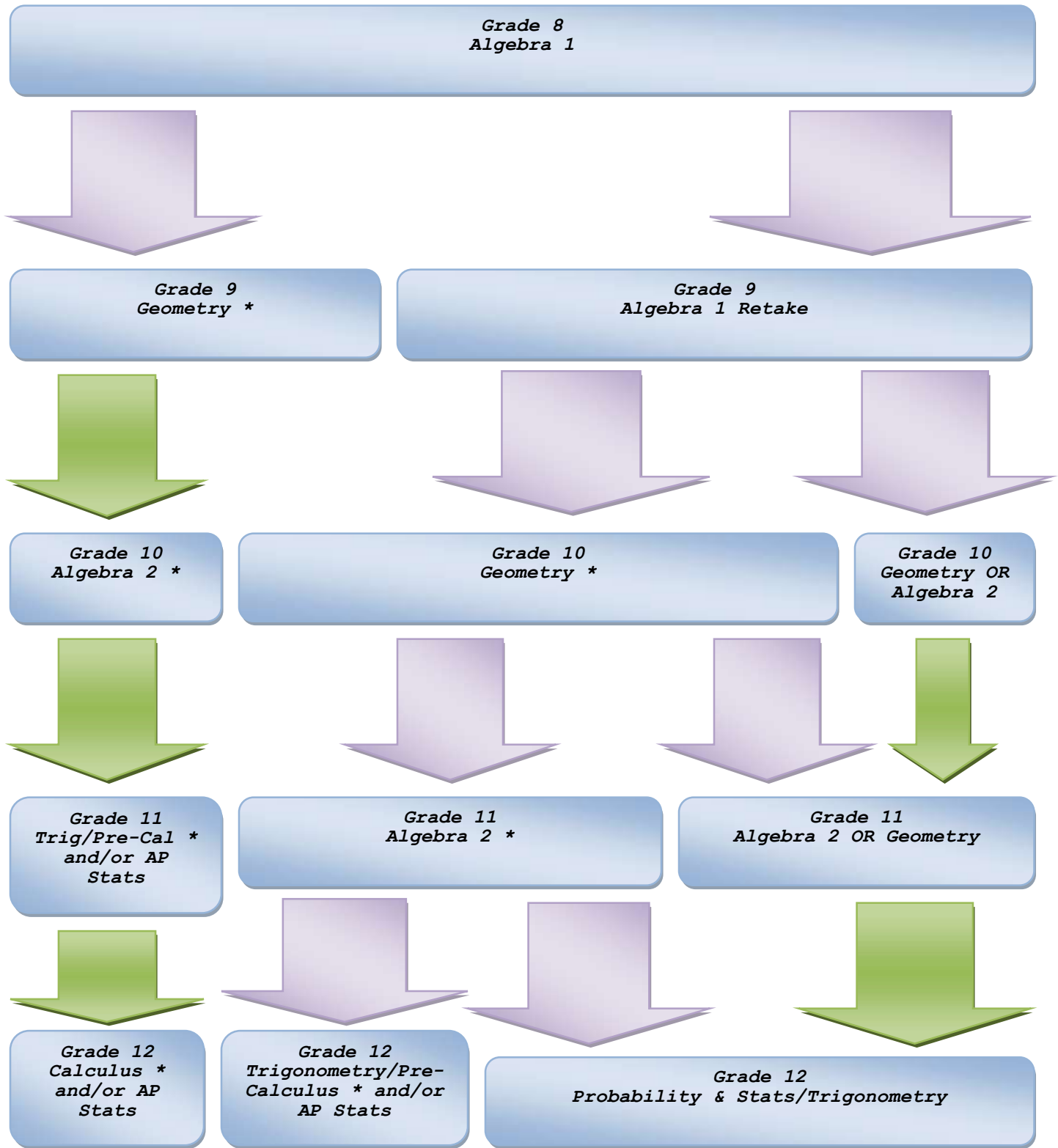


SAMPLE MATH FLOW CHART FOR STUDENTS TAKING PRE-ALGEBRA IN 8TH GRADE



****NOTE:** A student who earns an A in Algebra 1 in 9th grade MAY double in Geometry* and Algebra 2* in 10th grade. This double will enable the student to complete Trigonometry/Pre-Calculus in 11th grade and Calculus in 12th.

SAMPLE MATH FLOW CHART FOR STUDENTS TAKING ALGEBRA 1 IN 8TH GRADE



Note: Math Department approval must be obtained before moving a student from one program to another. All classes are two semesters unless otherwise noted.

MATHEMATICS LAB

Mathematics Lab provides students with individualized instruction designed to support success in completing mathematics coursework aligned with Indiana's Academic Standards for Mathematics.

- Credits: A one to eight credit elective course
- Counts as an Elective for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

ALGEBRA ENRICHMENT

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. The five critical areas of Algebra Enrichment align with the critical areas of Algebra I: Relationships between Quantities and Reasoning with Equations; Linear and Exponential Relationships; Descriptive Statistics; Expressions and Equations; and Quadratic Functions and Modeling. However, whereas Algebra I contains exclusively grade-level content, Algebra Enrichment combines standards from high school courses with foundational standards from the middle grades.

- Credits: A two credit course
- Counts as a Mathematics Course for the General Diploma only or as an Elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Algebra Enrichment is designed as a support course for Algebra I. As such, a student taking Algebra Enrichment must also be enrolled in Algebra I during the same academic year.

ALGEBRA 1

Algebra I formalizes and extends the mathematics that students learned in the middle grades. Five critical areas comprise Algebra I: Relations and Functions; Linear Equations and Inequalities; Quadratic Indiana Department of Education 175 October 1, 2011 State Approved Course Titles & Descriptions High School and Nonlinear Equations; Systems of Equations and Inequalities; and Polynomial Expressions. The critical areas deepen and extend understanding of linear and exponential relationships by contrasting them with each other and by applying linear models to data that exhibit a linear trend, and students engage in methods for analyzing, solving, and using quadratic functions. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- Credits: A two credit course
- Fulfills the Algebra I/Integrated Mathematics I requirement for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas
- Students pursuing Core 40, Core 40 with Academic Honors, or Core 40 with Technical Honors diploma should receive credit for Algebra I by the end of Grade 9

Note: the High Level section of this course has a prerequisite of C or better in Pre-Algebra

MATH 10

Two-semester course designed to reinforce and elevate the Algebra 1 and 7th and 8th grade geometry knowledge and skills necessary for students to successfully complete high school mathematics courses beyond Algebra 1 and essentials for passing the state's graduation qualifying exam in mathematics. Enrollment will be contingent upon recommendation of the Algebra I or Integrated Math I teacher based on diagnostic results of performance in Algebra I and/or mathematics competency assessments. The standards for this course are aligned to the state standards that students need to master for success with the state's graduation qualifying exam in mathematics and the next level math courses. Emphasis is on a variety of instructional methods designed to meet each student's needs and delivered through competency-based units with frequent pre and post assessment data analyzed to drive instructional design and delivery.

- Recommended Grade Level: 9, 10
- Recommended Prerequisites: Students who have attempted a complete year of Algebra 1
- Credits: 2 semester course, 1 credit per semester
- Counts as a Mathematics Course for the General Diploma only or as an Elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

GEOMETRY

Geometry formalizes and extends a student's geometric experiences from the middle grades. Students explore more complex geometric situations and deepen their explanations of geometric relationships, moving towards formal mathematical arguments. Six critical areas comprise the Geometry course: Congruency and Similarity; Measurement; Analytic Geometry; Circles; and Polyhedra. Close attention should be paid to the introductory content for the Geometry conceptual category found in the high school CCSS. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- Recommended Prerequisite: Algebra I
- Credits: A two credit course
- Fulfills the Geometry requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas and counts as a Mathematics Course for the General Diploma

Note: the * (Weighted) section has a prerequisite of C or better in Algebra 1 High Level or teacher recommendation

ALGEBRA 2

Algebra II builds on work with linear, quadratic, and exponential functions and allows for students to extend their repertoire of functions to include polynomial, rational, and radical functions. Students work closely with the expressions that define the functions, and continue to expand and hone their abilities to model situations and to solve equations, including solving quadratic equations over the set of complex numbers and solving exponential equations using the properties of logarithms. The Mathematical Practice Standards apply throughout each course and, together with the content standards, prescribe that students experience mathematics as a coherent, useful, and logical subject that makes use of their ability to make sense of problem situations.

- Recommended Prerequisite: Algebra 1
- Credits: A two credit course

- Fulfills the Algebra 2 requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas and counts as a Mathematics Course for the General Diploma

Note: the * (Weighted) section has a prerequisite of C or better in Geometry*

PROBABILITY AND STATISTICS (Semester 1)

Probability and Statistics includes the concepts and skills needed to apply statistical techniques in the decision-making process. Topics include: (1) descriptive statistics, (2) probability, and (3) statistical inference. Practical examples based on real experimental data are used throughout. Students plan and conduct experiments or surveys and analyze the resulting data. The use of graphing calculators and computer programs is encouraged.

- Recommended Prerequisite: Algebra 2 and Geometry
- Credits: A one credit course Offered First Semester
- Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

Note: this course has a prerequisite of Geometry * or C or better in Geometry with teacher recommendation

TRIGONOMETRY (Semester 2)

Trigonometry provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Trigonometry provides the foundation for common periodic functions that are encountered many disciplines, including music, engineering, medicine, and finance (and nearly all other STEM disciplines). Students will also advance their understanding of imaginary numbers through an investigation of complex numbers and polar coordinates. A strong understanding of complex and imaginary numbers is a necessity for fields such as engineering and computer programming.

- Recommended Prerequisite: Algebra 2 and Geometry
- Credits: A one credit course offered Second Semester
- Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

TRIGONOMETRY/PRE-CALCULUS*

Pre-Calculus/Trigonometry is a two-credit course that combines the material from Trigonometry and Pre-Calculus into one course. The foundations of algebra and functions developed in previous courses will be extended to new functions, including exponential and logarithmic functions, and to higher-level sequences and series. The course provides students with the skills and understandings that are necessary for advanced manipulation of angles and measurement. Students will also advance their understanding of imaginary numbers through an investigation of complex numbers and polar coordinates. The course is designed for students who expect math to be a major component of their future college and career experiences, and as such it is designed to provide students with strong foundations for calculus and other higher-level math courses.

- Recommended Prerequisite: Algebra 2* and Geometry*
- Credits: A two-credit course

- Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

CALCULUS – ADVANCED MATHEMATICS, COLLEGE CREDIT

The content of this course is limits, continuity, derivatives, definite integrals, and techniques of integration involving rational trigonometric, logarithmic, and exponential functions used in practical application. This is a dual credit course. Indiana University will grant 4 college credit hours for Math 211 through their Advance College Program. Students must meet IU requirements and fees.

- Recommended Prerequisite: Trig/Pre-Calculus*
- Credits: 2 credits
- Counts as a Mathematics Course for the General, Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

BUSINESS MATH

Business Math is a business course designed to prepare students for roles as entrepreneurs, producers, and business leaders by developing abilities and skills that are part of any business environment. A solid understanding of math including algebra, basic geometry, statistics and probability provides the necessary foundation for students interested in careers in business and skilled trade areas. The content includes mathematical operations related to accounting, banking and finance, marketing, and management. Instructional strategies should include simulations, guest speakers, tours, Internet research, and business experiences.

- Recommended Grade Level: 10-11
- Recommended Prerequisite: Algebra I
- Credits: A two-credit course over two semesters
- Fulfills a Mathematics requirement for the General Diploma only or counts as an Elective or Directed Elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas

Eighth Grade Students taking Algebra I in Middle School:

Students must meet each of the following to move onto Geometry * as a 9th grade student:

1. Pass the Algebra I Course as well as the Algebra I ECA.
2. Students must earn a B- or higher during each semester of Algebra I.

Any student failing to meet the above criteria will take Algebra I again as a 9th grade student.

Doubling Up Procedure for Math Courses:

Students who are strong in mathematics but did not take Algebra 1 in 8th grade may take both Geometry* and Algebra 2* during the same year if the following three criteria are met:

1. The student's Algebra 1 teacher must approve of the "doubling up."
2. The student must have an overall GPA of 3.0 or higher.
3. The student must have an A- or higher in BOTH semesters of Algebra 1.

Note: Geometry (Regular Level) Algebra 2 (Regular Level) may not be doubled.

MUSIC DEPARTMENT

INSTRUMENTAL MUSIC: All instrumental and vocal music courses are two semesters.

The instrumental music department offers four regularly scheduled classes plus small ensemble activities. Band students are placed in symphonic band or wind ensemble based on their playing ability and/or the need for balanced instrumentation in each group. After an arranged audition, instrumental staff assigns students to a band class. Attendance at all scheduled practices and performances is extremely important. Strict attendance policies apply to all activities of the instrumental music department. Specific guidelines are located in the music department handbook.

ADVANCED CONCERT BAND (WIND ENSEMBLE) - Wind Ensemble is open to only those students capable of performing moderately difficult to difficult literature. Students are encouraged to continue studies designed to improve all facets of their performance skills. The Wind Ensemble meets daily and performs at several concerts during the school year. It may enter the ISSMA Organization Contest held in the spring. All students in Wind Ensemble participate in the marching band. *Participation is determined by audition.* (A)

INTERMEDIATE CONCERT BAND (SYMPHONIC BAND) - Symphonic Band is offered to students who perform music which is graded moderate to moderately difficult. Students are encouraged to continue studies designed to improve all facets of their performance skills. The Symphonic Band meets daily and performs at several concerts each year. It may enter the annual ISSMA Organization Contest held in the spring. All students enrolled in Symphonic Band participate in the marching band.

JAZZ BAND - This course explores the aspects of performance, theory, history, and composition as unique to the jazz idiom. Course activities include ensemble performance, lessons in practical and jazz theory, individual improvisation performance, and study of jazz as part of American history. Performances are required. Jazz band is open to all currently enrolled concert band members only. Auditions may be required if enrollment becomes too large. Guitar, bass, and piano will be filled by currently enrolled concert band members. If these positions (guitar, bass, and piano) cannot be filled from within the currently enrolled concert band members, students from outside the band program may audition to fill the positions. Admission is at the discretion of the director. (A)

INSTRUMENTAL ENSEMBLE (PERCUSSION) – Instrumental Ensemble (Percussion) is open to only those students capable of performing moderate to difficult literature. Students are encouraged to continue studies designed to improve all facets of their performance skills. The Instrumental Ensemble (Percussion) meets daily and performs at several concerts with the Symphonic Band, Wind Ensemble and as a class during the school year. It may enter the ISSMA Organization Contest held in the spring. All students enrolled in Instrumental Ensemble (Percussion) participate in the marching band. *Student participation is determined by an audition.* (A)

DANCE PERFORMANCE: BALLET, MODERN, JAZZ, ETHNIC-FOLK (IRISH GUARD) - *Membership is by audition only.* Irish Guard is a class where students study equipment techniques, body movement and dance techniques. The school year is divided into three sections: fall competition season, winter competition season, and the creative interpretation season. In the fall, the guard performs with the marching band at home football games, band competitions, and community parades. This includes an extensive summer schedule. In the winter, they perform at home basketball games and winter guard competitions. In the spring, emphasis is placed on advanced equipment techniques and interpretation of music through equipment and body techniques. The Irish Guard not only meets daily as a class, but also maintains a heavy performance and rehearsal schedule outside of the school day. Students who wish to be a part of the Irish Guard must be willing to adhere to the schedule. (A)

MUSIC THEORY AND COMPOSITION - (Two semesters; *prerequisite: A working knowledge of music demonstrated through a music department screening*). Music theory is an in-depth study of the basic elements of

music, which will include scales, keys, modes, intervals, chords, transposition, basic compositional techniques, rhythmic and melodic notation, dictation, and sight-reading.

MUSIC THEORY AND COMPOSITION AP * - (Two semesters; *prerequisite: Music Theory and Composition or instructor permission*). AP Music theory is an in-depth study of the intermediate/advanced elements of music, which will include but are not limited to: scales, keys, modes, intervals, chords, transposition, compositional techniques, rhythmic and melodic notation, dictation, transcription and sight-reading. A large portion of this course will deal with the training of intervallic relationships through ear training (i.e. sight singing). Each student will periodically test their abilities to sing prepared music using the Solfeggio system and will also be tested on their ability to sing at sight. **(W)**

BEGINNING CHORUS (SINGSATIONS) - This is a beginning choir with emphasis placed on the further development of basic vocal and reading skills. A wide variety of music will be performed providing the singer with an understanding of choral music of different styles. There will be several required performances including, but not limited to, a fall, holiday, winter, and spring concert. The choir will also participate in the ISSMA Organization Contest and other choral festivals throughout the year. The students will be notified of added performances as soon as that information becomes available. Students are encouraged to participate in solo and ensemble contest. Members will be required to rent a stage costume.

INTERMEDIATE CHORUS (DESCANTS) –This is an intermediate chorus available to those students with more mature voices and advanced skill. Emphasis will be placed on further development of vocal and reading skills. A wide variety of music will be performed providing the singer with an understanding of choral music of different styles. There will be several required performances including, but not limited to, a fall, holiday, winter, and spring concert. The choir will also participate in the ISSMA Organization Contest and other choral festivals throughout the year. The students will be notified of added performances as soon as that information becomes available. Students are encouraged to participate in solo and ensemble contest. Some choreography may be incorporated into their presentation of show music. Members will be required to rent a stage costume.

ADVANCED CHORUS (RHAPSODY) - This is an advanced mixed chorus available to those students with more mature voices and advanced skill. Admission to this group is by audition. A wide variety of music will be performed providing the singer with an understanding of choral music of different styles. There will be several required performances including, but not limited to, a fall, holiday, winter, and spring concert. The choir will also participate in the ISSMA Organization Contest and other choral festivals throughout the year. The students will be notified of added performances as soon as that information becomes available. Some choreography may be incorporated into their presentation of show music. Members will be required to rent a stage costume.

VOCAL JAZZ - Students in this course develop musicianship and specific performance skills through group and individual settings for the study and performance of varied styles of vocal jazz. Instruction includes the study of the history and formative and stylistic elements of jazz. Students develop their creative skills through improvisation, composition, arranging, performing, listening, and analyzing. Time outside of the school day may be scheduled for rehearsals and performances. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom. Members will be required to rent a stage costume.

PIANO AND ELECTRONIC KEYBOARD – (One semester) Piano lab is open to students who would like to have some basic piano instruction. The class will emphasize beginning piano technique along with basic music reading skills including notes, rhythmic values, and general instruction in music notation. No music background is necessary for success in this class.

PHYSICAL EDUCATION DEPARTMENT

The aim of physical education is the physical, mental, and social development and adjustment of the individual through vigorous total body sports, rhythm, and gymnastics selected according to social and hygienic standards. Physical education classes are designed to:

- A. Promote physical growth and organic vigor through development of such strength, power, motor ability, and endurance as will assure physical fitness at all times.
- B. Develop social traits and qualities as will make for an integrated personality capable of displaying leadership and fellowship, competitive and cooperative spirit, aggressiveness, sociability, and other sportsmanship characteristics.
- C. Develop within the individual appropriate interpretive and emotional responses indicating mental fitness that results from knowledge, insight, and appreciation concerning physical education activities.
- D. Develop recreation capacity in reports of seasonal activities and habits of participation therein.
- E. Develop safety capacity enabling one to care for one's self and others in sudden emergencies or in other potentially hazardous situations, and so as to assure safe participation in challenging, vigorous physical activity.

Two semesters of physical education are required for graduation. This requirement cannot be waived for any reason. If a student cannot participate in a regular physical education class, he/she must take an adaptive physical education class, which will design a program to meet the student's disability. Two semesters of physical education are required of all students in ninth grade. The two semesters of physical education required for all freshmen are as follows:

PHYSICAL EDUCATION 1 & 2 - (1 credit per semester) focus on the value of physical activity, motor skills, movement patterns, and movement concepts through personal and social behavior. Fitness Gram testing will be used to test students throughout the course. Students will develop and improve their fitness test results through participation in a wide range of fitness and sport activities, while promoting positive social interaction amongst peers.

*Students are required 2 credits to graduate

NOTE: Grades for the above classes will be determined by participation, skills tests, and/or written tests.

ADAPTIVE PHYSICAL EDUCATION- (One-semester; offered to grades 9-12) This course is designed to enhance a student's health related fitness and his/her understanding of wellness. Students will develop short-term fitness and lifestyle goals. This course is offered to all grades; however, students must be recommended through the Special Education Department.

HEALTH – (One Semester) This sophomore-based class has as its focus the understanding, development, and implementation of individual attitudes and skills which prevent today’s health ills. The curriculum is expressed in: 1) Growth and Development; 2) Mental and Emotional Health; 3) Nutrition; 4) Family Life Education; 5) Personal Health; 6) Alcohol, Tobacco, and Other Drugs; 7) Intentional and Unintentional Injuries; and 8) Health Promotion and Disease Prevention. This course assists students in understanding the effect of health behaviors on the individual quality of life. Students are encouraged to assume individual responsibility leading to a more productive and competent life. Various strategies, including technology, are used to develop health literacy. Health Education is a required for graduation, Core 40, and Academic Honors Diploma.

Elective Courses

ADVANCED LIFETIME FITNESS (Formerly Adv PE Weights) – (1 credit per semester) Advanced Lifetime Fitness is an elective course with a focus on cardiovascular and resistance training through a diverse range of fitness activities. Students will be assessed through individual performance, skills tests, written assignments, and participation. The weight room, gymnasium, and track will be utilized as students develop an understanding of lifetime fitness.

LIFE GUARDING – (1 semester) Life Guarding is offered to students who are at least 15 years old and can pass a required swimming exam. This course is designed to equip students with life guarding skills. At the completion of this course, students will be certified in Life Guarding, CPR/AED, and First Aid through the American Red Cross.

ADVANCED PHYSICAL EDUCATION (1 Credit per semester) - (One or more semesters; prerequisite: Physical Education 1 –both semesters, finished previous season of a sport, and must have coach or Athletic Director sign enrollment permission) Advanced Physical Conditioning (APC) involves a physically demanding program of strength training and physical fitness activities designed to enhance speed, agility, power, and coordination for student athletes. Each semester that the course is taken new performance goals are established.

- Promote Lifetime Fitness
- Emphasis on improving sport performance
- Interact socially in an intense working environment
- Learn complex training skills and apply them to a personalized training program



SCIENCE DEPARTMENT

Science uncovers facts about the universe and its inhabitants. Then using logic and mathematics, principles are developed that summarize and explain this information. This is pure science. Applied science uses these concepts to make things that are useful to people.

At this time in man's history, science knowledge is expanding so rapidly that it is impossible to keep track of all the information. In order to function in this culture, one must have an understanding of how scientific developments change the world in which we live. To this end, each individual must learn how scientific principles are developed and tested. One must be able to judge if the change is beneficial or harmful to the environment, if the change is good or bad for people, if the change is worth its cost, and if the change has moral implications. Then one must be able to assimilate this information and act wisely when using it. It is our responsibility to improve our lives and the lives of generations to come.

A minimum of one year of life science and one year of physical science is required. The minimum requirement of four credits (six credits beginning with the class of 2009) must be earned from the following programs.

Note: All science courses are two semesters & involve laboratory work.

BIOLOGY 1* - (Offered to grade 9 only, Co-requisite: Algebra 2) This course is designed to challenge the outstanding science student who has a strong background in both math and science. Its development of logical skills helps the student in using the scientific method in this laboratory-intensive course. This course consists of lecture, laboratory, and outside readings. The student should achieve an understanding of the basic biological principles of living things. There is heavy emphasis on physiology (the way cells and organisms function), the chemistry of life, the anatomy of living things, and the interactions of living organisms. **(W) (R)**

BIOLOGY 1 - This course consists of lecture, laboratory, and outside readings to achieve an understanding of the basic biological principles of the world of living things. There is heavy emphasis on physiology (the way cells and organisms function), the chemistry of life, the anatomy of living things, and the interactions of living organisms. The material is designed to equip students who plan to attend college.

CHEMISTRY 1 - (*Pre-requisite: Algebra 2 OR B or better in BOTH semesters of Algebra 1 taken in 9th grade*) Chemistry is designed to acquaint the student with the characteristic nature of the basic ingredients of the 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. The mathematics involved in quantifying these concepts require a strong working knowledge of algebra. Therefore, Algebra II is a co-requisite.

CHEMISTRY 1 * - (*Pre-requisite: Biology IH*) Honors Chemistry I is for the advanced student interested in stretching themselves. This class covers all of the topics General Chemistry I but in much greater depth with an emphasis on critical thinking and problem solving. In addition, the pace and rigor of this class is greater than the General Chemistry I Class. This course may be taken as a dual credit course. Indiana University will grant 5 credit hours for Chemistry 101 and 121 through their Advance College Project. Students must meet IU requirements and fees. **(W)**

PHYSICS 1 * - (*Pre-requisite: Algebra 2 OR B or better in BOTH semesters of Algebra 1 taken in 9th grade*) Physics is a basic science. It deals with the interactions of matter and forces on a macroscopic scale. Because of the intense problem-solving portion of physics, enrollment in a higher-level mathematics course is encouraged. Investigations are conducted in force, motion, heat, wave motion, sound, light, electricity, and magnetism. **(W)**

PHYSICS 2 * - (Pre-requisite; Physics 1*) Physics 2 is an extended laboratory, field, and literature investigations-based course. Students enrolled in Physics II investigate physical phenomena and the theoretical models that are useful in understanding the interacting systems of the macro- and microcosms. Students extensively explore the unifying themes of physics, including such topics and applications of physics as mechanics, wave motion, electricity, magnetism, electromagnetism, atomic and nuclear physics, and thermodynamics, etc., in laboratory activities aimed at investigating physics questions and problems concerning personal needs and community issues related to physics. **(W)**

INTEGRATED CHEMISTRY/PHYSICS - (Offered to grades 11-12) ICP is an upper-level, Core-40 class designed to provide the student with a thorough understanding of many of the concepts also being taught in Physics and Chemistry I. Basic algebra skills are required to successfully complete the course, but advanced mathematics is not emphasized. Concepts discussed include Newton's laws of motion, thermal energy, electromagnetism, physical and chemical properties of matter, radioactivity, chemical bonding, acid-base chemistry, and food chemistry.

CHEMISTRY 2 ACP * - (*Prerequisites: Chemistry I and Algebra 2*) In this course, an in-depth approach to the basic principles that govern our material environment is used. Strong emphasis is placed on the qualitative and quantitative description of matter and the factors producing changes in matter. For this reason, enrollment in trigonometry is strongly recommended. This course may be taken as a dual credit course. Indiana University will grant 5 credit hours for Chemistry 105 and 125 through their Advance College Project. Students must meet IU requirements and fees. **(W)**

BIOLOGY 2 * - (*Prerequisites: Chemistry I and Biology I*) Biology II stresses the development of problem-solving skills, critical thinking, laboratory techniques, and the ability to formulate ideas. Independent research is encouraged. **(W)**

SOCIAL STUDIES DEPARTMENT

The purpose of the Social Studies Department in Greenwood Community High School is to develop within the student citizenship skills. This would include knowledge of, and a sense of responsibility as a contributing member to the family, school, neighborhood, community, region, state, nation, hemisphere, and world. It is also hoped that the student will become aware of his/her role in society.

GEOGRAPHY and HISTORY of the WORLD- (Two semesters; offered to grades 9 & 10; helps satisfy the social studies requirement.) This course includes a study of some of the significant Western and Non-Western world cultures. Content is in sufficient depth to provide a basis for students to compare and analyze ways of life and patterns of culture, emphasizing both the diversity and commonality of mankind's behavior. Units of study include: prehistory with emphasis on early man, ancient history with emphasis on Egyptian, Greek and Roman civilizations and the Judeo-Christian tradition, the Middle Ages with emphasis on the role of the Christian church, the issues posed by Islam, and the history of England as it relates to the foundation of modern-day America.

U. S. HISTORY - (Two semesters; required for grade 11 and offered to grade 12 as needed) The first semester is devoted to the study of the United States from the time of Reconstruction after the Civil War through the end of World War I. The second semester is devoted to the study of the United States from World War I to the present. The major portion of the second semester is spent on an in-depth study of the latter part of the 20th Century. As per state proficiencies, a review of the colonial period to the Civil War will be conducted.

U. S. HISTORY ACP * – (Two semesters offered to grade 11 NOTE: Prerequisite and Admission Requirements Pending at time of printing) Dual credit option under development at time of printing. (W)

U. S. GOVERNMENT - (One semester; required for grade 12 and meets the Indiana requirement for one of the two semesters in citizenship; *prerequisite: U.S. History*) This course provides an opportunity to explore the political and governing processes and to study in depth the elements of political theory and government structures, politics of the American people, and the various forms of political behavior. The student will be given opportunities to examine, evaluate, and make decisions concerning the workings of the system in which he/she lives. Topics include the constitutional basis of government; legislative, judicial, and executive processes; government finance and personnel; civil rights and responsibilities; and the politics of American government.

SOCIOLOGY - (One semester; offered to grade 12; helps satisfy the 12th-grade social studies requirement) Content of the course includes the study of man and his basic institutions--family, education, religion, economy, and politics--as well as the area termed "social problems"--poverty, euthanasia, abortion, drug usage, etc. Parents should take in to account the sometimes controversial nature of this course and consider the maturity level of their student as well as topics they would deem inappropriate for another adult to talk with their child about before enrolling them in this course.

ECONOMICS - (One semester; offered to grade 12; helps satisfy the 12th grade social studies requirement) This course is recommended for college-bound students and is required for Core 40 and the Academics Honors Diploma. The course is designed to study personal, national and international economic issues. Topics include personal finance, the stock market, U.S. economic policies and problems, and international trade and finance. The course covers theory and terminology that will be used in college-level economic courses as well as practical economic information that will benefit students as consumers.

PSYCHOLOGY – (One semester; offered to grade 12; helps satisfy the 12th grade social studies requirement) Psychology is a course designed to introduce psychological terms and theories and is recommended for college-bound seniors. The course offers insight into human behavior and the motivations behind actions. Abnormal psychological behavior and its causes and possible treatments will be studied.

PSYCHOLOGY ACP * – (Two semesters; offered to grade 12; should have 2.7 GPA, Core 40 or AHD track and be in the top half of class.) This course is an introduction to psychological history, methods, and theories. The first semester is devoted to the study of the scientific method, neuroscience, nature and nurture of behavior, life span development, sensation, perception, learning, memory, and altered states of consciousness. It is the equivalent of Indiana University's P101. (The first semester is a prerequisite for the second semester.) The second semester is devoted to the study of cognition, motivation, emotion, personality, abnormal psychology, psychological therapy, social psychology, and stress. It is the equivalent of IU's P102. Students will only be admitted to this class if they pursue the credits being offered by Advance College Project/IU. There are three credits for each semester. These credits are transferable to most universities. (Student must meet IU's requirements and pay separate IU tuition.) Students who do not exercise the ACP option will be enrolled in the grade level psychology course. **(W)**

ETHNIC STUDIES – (One semester; offered to grades 10 – 12) 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 assimilation, 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.

INDIANA STUDIES – (One semester; offered to grades 10 – 12) 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 a 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. Selections from Indiana arts and literature may also be analyzed for insights into historical events and cultural expressions.



Washington



Roosevelt

SPECIAL SERVICES EDUCATION PROGRAM

The Special Education Program at Greenwood Community High School is designed to meet the needs of students who have significant learning challenges and may require a modified curriculum of study in one or more areas. Students must qualify for the program based on State and Federal Guidelines. A Case Conference Committee determines placement and intensity of services. Students must be placed in the Least Restrictive Environment. Programs range from Consultation Services to Self Contained coursework and are designed to provide courses and support services to meet Indiana Graduation requirements. In addition emphasis is placed on the development of life skills, social skills, meeting and setting goals, independent living, civic responsibility, and vocational training. Upon completion of the program, the student will have earned a diploma/or a certificate of completion.

Supported classes (which require both a general education and a special education teacher/or special education liaison are offered as needed as determined by Annual Case Reviews.

PRACTICAL ENGLISH 9, 10, 11 & 12 (Certificate of Completion) - (Offered to grades 9, 10, 11 and 12) This class will emphasize the writing and reading skills necessary for success in daily life. Developmental reading will also be emphasized. This class is for all students who meet the eligibility requirements.

PRACTICAL MATH 9 & 10 (Certificate of Completion) - (Offered to grades 9-10) Basic mathematical operations are applied to the following real life situations: wages and budgets, automobile costs, checking and savings accounts, loans, credit, income tax, and insurance.

PRACTICAL BIOLOGICAL SCIENCE (Certificate of Completion) - (Offered to grades 9-10) This class focuses on the investigation of the basic biological principles, which include the study of the structure and function of the five kingdoms. It also includes units on ecology and genetics. This class is taught alternate years with Practical Earth Space Science.

PRACTICAL EARTH SPACE SCIENCE (Certificate of Completion) - (Offered to grades 9-10) Students will learn about the composition of the earth, methods of studying the earth, and remedies to pollution. Aspects of space to be studied include composition of the solar system, characteristics of the planets, and space exploration. This class is taught alternate years with Practical Biological Science.

BASIC SKILLS DEVELOPMENT (Social Skills) - (Offered to grades 9-12) This course is designed to teach Mildly Mentally Handicapped students the necessary life skills needed to be successful in all aspects of their lives (home, school, work, and community). Skills to be developed are not limited to, but may include: making and developing healthy relationships, nutritional needs, daily living skills, interpersonal skills, decision-making, and independent living etc.

PRACTICAL HEALTH AND SAFETY (Certificate of Completion) - (One semester; offered to grade 10) This class is designed to improve the student's understanding of the human body and total fitness, including physical, mental, social, and emotional health. Emphasis is also placed on safety, first aid, and assuming responsibility for individual health habits.

PRACTICAL U.S. HISTORY (Certificate of Completion) - (Offered to grade 11) Students will learn about major events, which comprise the history of the United States from the early inhabitants and explorers to the modern challenges of today's domestic and foreign policies.

PRACTICAL WORLD GEOGRAPHY (Certificated of Completion) - (One semester; offered to grade 10) This class is designed to provide students with information and knowledge of continental and political divisions of the earth, inter-relationships of nations, distributions of resources, climates, physical characteristics, and environmental concerns. Map skills include reading of physical, demographic, political, and highway maps.

PRACTICAL U.S. GOVERNMENT (Certificate of Completion) - (One semester; offered to grade 12) Students will become familiar with the different types of government, the history of American democracy, the Constitution and the three branches of our federal government. Responsibilities of local and state governments will be discussed, as well as citizens' responsibilities.

PRACTICAL CURRENT PROBLEMS/ISSUES/EVENTS (Certificate of Completion) - (One semester; meets senior social studies requirement) This course is designed to inform students about people, issues, and events currently in the news. Units of study in the area of social problems will also be included, i.e., family, religion, economics, poverty, welfare, prejudice, abortion, crime, homelessness, gangs, etc. Materials will include but are not limited to CNN, local news channels, news magazines, newspapers, television programs, and approved field trips and guest speakers as available. The main goals of this course are: to inform students of what is happening in today's world, to create a curiosity about the future, to encourage problem solving, and to familiarize students with available social services and how to access them.

ORIENTATION TO WORLD OF WORK - (Offered to grades 11 & 12) This course will focus on skills needed in order to be successful in the world of work. The first semester will increase student self-awareness by analyzing interests, abilities and skills. Job search skills and application and interview skills will also be introduced. The second semester will present the skills required to be successful on the job. Investigation of careers will also be included.

ON-JOB-TRAINING (Work-Study: 1-3 Credits) - This course focuses on development of general work habits and attitudes needed on any job. Community-based or in-school work experience orients the student to the world of work under close supervision by the work/study coordinator. Punctuality, acceptance of authority, appropriate personal appearance, attendance and proper use and care of tools and equipment are stressed on the job and through related instruction.

ORIENTATION TO LIFE/CAREER (Offered to grades 11-12) - This course focuses on teaching basic job, social and life skills necessary for independent living. Units on driving safety, consumer/vocational vocabulary, personal information, newspaper reading, personal hygiene, money management and occupational skills will be taught.

INTRO TECHNOLOGY SYSTEMS – (YEAR COURSE – 2CR) This course will provide basic training in all four areas of Industrial Arts: Communication, Transportation, Manufacturing, and Technology. It is for students who meet the eligibility requirements.

TECHNOLOGY EDUCATION DEPARTMENT

The objectives of the Technology Education Department are:

- A. To explore industry and the American industrial civilization in terms of its organization, raw materials, processes, operations, products, and occupations.
- B. To explore technology which should include experience with modern industrial techniques.
- C. To develop recreational and vocational activities in the area of constructive work.
- D. To increase an appreciation for good craftsmanship and design, both in the production of modern industry and in artifacts from the materials of the past.
- E. To increase consumer knowledge to the point where students can intelligently select, buy, use, and maintain the products of industry.
- F. To provide information about, and in so far as possible, experiences in the basic processes of many industries, such that students may be more competent in choosing a future vocation.
- G. To encourage creative expression in terms of industrial materials.
- H. To develop desirable social relationships, such as cooperation, tolerance, leadership, fellowship, and tact.
- I. To develop safe working practices.
- J. To develop a certain amount of skill in a number of basic industrial processes.

All courses are two semesters unless otherwise indicated.

INTRODUCTION TO TRANSPORTATION (YEAR COURSE – 2CR) 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. Content of this course includes the study of how transportation impacts individuals, society, and the environment. 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.

INTRODUCTION TO CONSTRUCTION (YEAR COURSE – 2CR) Introduction to Construction is a course that will offer hands-on activities and real world experiences related to the skills essential in residential, commercial and civil building construction. During the course students will be introduced to the history and traditions of construction trades. The student will also learn and apply knowledge of the care and safe use of hand and power tools as related to each trade. In addition, students are introduced to blueprint reading, applied math, basic tools and equipment, and safety. Students will demonstrate building construction techniques, including concrete and masonry, framing, electrical, plumbing, dry walling, HVAC, and painting as developed locally in accordance with available space and technologies. Students learn how architectural ideas are converted into projects and how projects are managed during a construction project in this course. Students study construction technology topics such as preparing a site, doing earthwork, setting footings and foundations, building the superstructure, enclosing the structure, installing systems, finishing the structure, and completing the site. Students also investigate topics related to the purchasing and maintenance of structures, special purpose facilities, green construction and construction careers.

INTRODUCTION TO ADVANCED MANUFACTURING AND LOGISTICS (YEAR COURSE – 2CR)

Introduction to Advanced Manufacturing and Logistics is a course that specializes in how people use modern manufacturing systems with an introduction to advanced manufacturing and logistics and their relationship to society, individuals, and the environment. Students 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 investigate the properties of engineered materials such as: metallics; polymers; ceramics; and composites. Students study six major types of material processes: casting and molding; forming; separating; conditioning; finishing; and assembling. After gaining a working knowledge of these materials, 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.

INTRODUCTION TO DESIGN PROCESSES (Year Course – 2CR) AKA GoKart

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

PRINCIPLES OF ENGINEERING (Year Course – 2CR)

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

INTERDISCIPLINARY COURSES.

PEER TUTORING - (Two semesters; offered to grades 11 & 12; 1 credit per semester) Peer Tutoring offers juniors and seniors the opportunity to mentor at-risk students in kindergarten through grade 12. This course provides a balance of class work and fieldwork relating to the development and use of listening, communication, facilitation, and decision-making skills. Students will also develop planning and teaching strategies that deal with the issues faced by their peer buddies. Peer Tutoring provides opportunities for the student to develop a better understanding of individual differences and to explore career options in related fields. Evaluation will be based on the peer tutor's day-to-day practical participation, maintenance of a daily journal, and understanding of issues relating to targeted student and community groups. Students will also be required to perform ten hours of community service each nine weeks. Parent permission to visit other school sites is required. **(R)**

Note: Interested students should obtain an application from their counselor. The Peer Tutoring Advisor will interview students.

BASIC SKILLS DEVELOPMENT - (Two semesters; offered to grades 9-12) In a small group setting, students will have opportunities to develop appropriate social skills for school, work, and community. Skills to be developed in this class may include, but are not limited to: communication, social skills, developing healthy relationships, problem solving and conflict resolution, anger management, responsibility, accountability, employability, and goal setting.

LIBRARY MEDIA (1 semester; offered to grades 10-12) This inquiry- and project-based course is designed to teach students library history, processes, and current issues. Students will gain hands-on library experience by completing daily library procedures; additional group and individual projects will also encourage student development in Library Media trends. Students will analyze and synthesize information through reading and writing assignments. Application required for admittance.

CENTRAL NINE CAREER CENTER

Central Nine programs are designed to provide students with the necessary skills and knowledge to prepare them for employment in many different occupational areas, post-secondary education, or both. Central Nine educates its students with the attitudes and competencies for employment in the 21st century. Juniors and seniors in the eleven participating high schools have the opportunity to enroll in Central Nine. Students are selected on the basis of interest, necessary aptitudes and abilities, attendance, and past school performance. Enrollees earn four credits per semester for successful completion of the course requirements. Students attend either a morning or afternoon session each school day. The remainder of the school day is spent at Greenwood High School in order to schedule required courses for graduation and participate in extracurricular activities.

Students are given a chance for sign up for Central 9 programs in November/December of their sophomore year for two-year programs and in November/December of their junior year for one-year programs. Careful planning may enable students to maintain the option of qualifying for college or advanced technical school while taking a Central 9 program or preparing for immediate employment upon graduation from high school. Listed below are the five academies offered at Central Nine, and the programs offered within those academies. For further information about these programs please visit the Central Nine Career website at www.central9.k12.in.us/, or speak to your guidance counselor.

Business, Marketing & Technology Academy:

- Visual Communication
- Professional Career Internships (Senior Only)
- Computer Programming

Engineering, Technology and Manufacturing Academy:

- Mechanical Drafting and Design
- Electronics and Computer Technology
- Welding Technology
- Precision Machine Technology
- Project Lead the Way: Engineering

Health & Science Academy:

- Health Science Education I- Anatomy & Physiology/ Medical Terminology
- Health Science Education II: Nursing (Senior Only)
- Project Lead the Way: Biomedical Sciences
- Health Science Education II: Medical Assisting (Senior Only)
- Veterinary Assisting Careers
- Dental Assisting
- Introduction to Pharmacy (Senior Only)

Public Service Academy:

- Fire & Rescue
- Emergency Medical Service(Senior Only)
- Criminal Justice
- Culinary Arts & Hospitality Management
- Construction Technology
- Cosmetology (Senior Only)
- Landscape Management & Horticulture Technology

Transportation & Motor Sports:

- Automotive Services Technology
- Auto Collision Repair Technology
- Diesel Service Technology
- Aviation Support Operations
- Aviation Maintenance Tech (Senior Only)
- Tractor/Trailer Operations (Senior Only)

Appendix A

Indiana General High School Diploma – Class of 2016 and Beyond

The completion of Core 40 is an Indiana graduation requirement. Indiana’s Core 40 curriculum provides the academic foundation all students need to succeed in college and the workforce.

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

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

Course and Credit Requirements

English/Language Arts	8 credits
	Credits must include literature, composition and speech
Mathematics	4 credits
	2 credits: Algebra I or Integrated Mathematics I 2 credits: Any math course General diploma students are required to earn 2 credits in a Math or a Quantitative Reasoning (QR) course during their junior or senior year. QR courses do not count as math credits.
Science	4 credits
	2 credits: Biology I 2 credits: Any science course At least one credit must be from a Physical Science or Earth and Space Science course
Social Studies	4 credits
	2 credits: U.S. History 1 credit: U.S. Government 1 credit: Any social studies course
Physical Education	2 credits
Health and Wellness	1 credit
College and Career Pathway Courses Selecting electives in a deliberate manner to take full advantage of college and career exploration and preparation opportunities	6 credits
Flex Credit	5 credits
	Flex Credits must come from one of the following: <ul style="list-style-type: none"> • Additional elective courses in a College and Career Pathway • Courses involving workplace learning such as Cooperative Education or Internship courses • High school/college dual credit courses • Additional courses in Language Arts, Social Studies, Mathematics, Science, World Languages or Fine Arts
Electives	6 credits
	Specifies the minimum number of electives required by the state. High school schedules provide time for many more elective credits during the high school years.
40 Total Credits Required	

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