

*West Lafayette*  
*Junior High School*

**A Guide to Course Selection and Program Planning**

**POLICIES  
PROCEDURES  
COURSE DESCRIPTIONS**



**2017-2018**

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**GUIDE TO COURSES**

# WEST LAFAYETTE JUNIOR HIGH SCHOOL

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## **West Lafayette Junior-Senior High School**

### **Mission Statement & Philosophy**

In order to prepare to meet the challenges of the twenty-first century, the West Lafayette Junior-Senior High School, in partnership with the community, will cultivate in our students:

- The academic, artistic, physical, and social growth of the individual
- A love of learning that will continue growth beyond formal education
- A respect for themselves and others
- The ability to interact effectively with people from diverse backgrounds, societies and cultures
- Problem-solving skills and the adaptability in thinking needed to take their places as productive members of a global society

### **Vision Statement**

Graduates of West Lafayette Junior-Senior High School will be able to implement the skills and knowledge gained in academics and the arts (fine, practical and physical) as productive members of our society. They will be adaptable and diverse thinkers, respecting themselves and others, ready to accept their responsibilities in a rapidly changing world.

### **Belief Statements**

- Every individual has value and the power to make a difference
- Strength lies in diversity of race, cultures, abilities and talents.
- Critical and creative thinking skills are essential to function successfully in today’s society
- Effective use of technology is an essential tool in today’s society

## GENERAL INFORMATION

The West Lafayette Junior High School schedule is based on an eight period day. Each day, a student has seven classes (periods 1,2,3,4,6,7,& 8) and lunch (period 5).

**In the seventh grade**, a student's classes are: Language Arts (or English as a New Language), Mathematics, Science, Social Studies, and a Fine Art (student chooses among: Visual Arts/Exploring Music, Instrumental Music: Beginning or Middle Level Band, Instrumental Music: Orchestra, or Vocal Music: Choir) for two semesters. In addition, each seventh grade student takes 12 weeks each of Family and Consumer Science, Technology, Life and Study Skills; and one semester each of PE/Health and World Languages.

**In the eighth grade**, a student's classes are: Language Arts (or English as a New Language), Mathematics, Science, and Social Studies for two semesters. 8<sup>th</sup> Grade Physical Education and High School Health are each taken for a single semester. In addition, each eighth grader chooses electives to complete the seven class periods. Eighth graders are required to select at least one elective from both Group 1 and Group 2. Electives that are two semester courses must be taken both semesters.

### Group 1

Visual Arts 8  
Band (2 semesters)  
Choir (2 semesters)  
Creative Writing  
Orchestra (2 semesters)

### Group 2

Current Issues  
Family and Consumer Science  
Technology Education Projects  
French I (2 semesters)  
German I (2 semesters)  
Spanish I (2 semesters)

## ELIGIBILITY

Students must be passing all classes in order to participate in any extracurricular activities (interscholastic sports, cheerleading, student council and clubs). During a "try-out" period before the start of a sport season, all students are considered eligible. Ineligibility is determined at the midpoint and at the end of each grading period, and becomes effective the day that grades or progress reports are delivered to students or parents. A student's ineligible period will last two weeks from the day of notification. During ineligibility, students are expected to attend practice/meetings; however, they are not permitted to participate in games or competitions. Students may regain their eligibility by achieving a passing grade in the previously failed course at the two-week re-check. An ineligible student who does not regain eligibility at the first opportunity (two weeks after becoming ineligible), will be dropped from the team/club, and may no longer practice or compete.

## INCOMPLETE GRADES

Due to illness or other circumstances, work may not be complete at the end of a grading period. Teachers and students must establish a program for make-up of the grade. This program should include what work has been missed, what is to be completed, and the dates for completion of the work. Grades of "Incomplete" that are not resolved after 10 school days following the grade report shall become an "F". It is the responsibility of the STUDENT to meet this time schedule. Teachers must report grade changes to the School Counselor.

## **HIGH SCHOOL COURSES PRIOR TO 9<sup>TH</sup> GRADE**

1. West Lafayette Junior High School offers high school grade and credit for Health, Algebra I Honors, Algebra I, Health, French I, German I, and Spanish I. Grade and credit are a part of the high school transcript and are included in the grade point average, as well as graduation credits.
2. Other courses can only be taken by following the 2004 West Lafayette School Corporation Board approved guidelines.

## **HONOR ROLL**

An Honor Roll is published each nine-week grading period with two divisions to recognize students with outstanding scholarship. Students with all "A" grades (with no incompletes) comprise one division, while students with "A" and "B" grades (with no incompletes) comprise the second.

## **COSTS**

Textbooks for most courses are rented. A cost per class is charged according to the cost of books and materials. Some courses have lab and/or materials fees or use consumable and/or workbook materials. Student fees are paid before the start of school. Seventh grade students will incur the cost of PE uniforms, while eighth grade students will be charged an additional fee for a heart monitor and a uniform if one has not already been purchased.

## **RELEASE OF RECORDS**

The law concerning release of school records states that school records may be released only at the request of a parent for a child under 18 or of the student if over 18 years of age. This does not apply to transfer of records between schools or for use of information in directory.

## COURSE OFFERINGS

### BUSINESS TECHNOLOGY EDUCATION

Computer Applications 7

### FAMILY AND CONSUMER SCIENCE

Middle Level Family and Consumer Science 7

Middle Level Family and Consumer Science 8

### FINE ARTS

#### MUSIC

Beginning Level Instrumental Music: Band 7

Middle Level Instrumental Music: Band 7, 8

Middle Level Instrumental Music: Orchestra 7, 8

Middle Level Vocal Music: Choir 7, 8

Exploring Music: 7

#### VISUAL ARTS

Visual Arts 7

Visual Arts 8

#### LANGUAGE ARTS

Middle Level Language Arts 7

Middle Level Language Arts 8

English as a New Language 7, 8

Creative Writing 8

#### MATHEMATICS

Basic Math 7

Middle Level Math 7

Math 7 Honors

Basic Math 8

Middle Level Math 8

Algebra I

Algebra I Honors

### PHYSICAL EDUCATION/HEALTH

PE/Health 7

PE 8/High School Health

Health and Wellness 8

### SCIENCE

Basic Science 7

Middle Level Science 7

Basic Science 8

Middle Level Science 8

### SOCIAL STUDIES

Middle Level Social Studies 7

Middle Level Social Studies 8

Current Issues

### TECHNOLOGY EDUCATION

Technology Education 7

Technology Education Projects 8

### WORLD LANGUAGES

\*French I

\*German I

\*Spanish I

World Language 7

### OTHER

Basic Skills Development 7, 8

\* French I, German I, Spanish I

For students to enroll in these courses they must meet the following two criteria (no exceptions):

1. A student must have earned minimum semester grades of "B" in all classes for both semesters of the student's 7<sup>th</sup> grade year. A grade of C+ or below, regardless of the class or level, will make that student ineligible to enroll in a World Language course as an 8<sup>th</sup> grader.
2. A student and their parent must agree that by signing up for any one of the three courses, the student will remain in the course for the entire 8<sup>th</sup> grade year.

## FAMILY AND CONSUMER SCIENCES

### **FAMILY AND CONSUMER SCIENCE 7** (Practical Arts Rotation) **#0493**

9 weeks, 7th grade

Text: **Today's Teen**

Publisher: Glenco - McGraw Hill

The overall objective of FCS 7 is to expose students to a variety of the areas in the FACS field and to give students the opportunity to develop and/or improve their skills in these areas.

Major topics include Child Development (as it applies to babysitting), Clothing and Textiles, Foods and Nutrition, and Consumer Education. A unit on ecology entitled "Reduce, Reuse, Recycle has also been added to the curriculum. Grades are based on assignments, quizzes, tests, labs and projects.

A variety of teaching methods are used during the semester, including the use of videos, lectures, demonstrations, small and large group activities and discussions, cooking labs and individual sewing projects.

Most of the required work can be done during the class period, although some homework can be expected. All sewing projects must be completed in class, however, additional time may be arranged with the teacher if needed.

The clothing unit may require that some basic sewing equipment be brought from home or be purchased. The basic fee for the class does cover most of the costs of the course.

### **FAMILY AND CONSUMER SCIENCE 8 #04928**

1 semester, 8th grade elective.

Text: **Creative Living**

Publisher: Glenco – McGraw Hill

Family and Consumer Sciences at the eighth grade level prepares students to begin their journey toward becoming independent, productive citizens. The curriculum includes varying units of study that are essential for ALL students: life and careers, financial literacy, caring for resources, nutrition and wellness, human development, and relationships. It is the aim of this course that all students increase their ability to act responsibly and productively, work cooperatively, apply concepts of balancing school/work and family, create solutions to critical and emergent issues, employ technology effectively in personal and family settings, and maintain healthy lifestyles.

The Human Development and Relationship units allow students to discuss issues that relate to today's society. Current topics about health, etiquette, and social norms are discussed and reflected upon in this ever-changing entity.

The Life and Careers unit in 8<sup>th</sup> grade provides students the opportunity to discover who they are and how to get where they want to go. Students will study various career clusters and research educational options within a field with which they are interested. Financial Literacy is an extension of Life and Careers that aids to assist students understanding of paychecks, taxes, checking accounts, saving/investing, and keeping a budget. Additionally, students will learn to care for resources at home which are reflected in the Clothing and Textile unit.

The Nutrition and Wellness portion of 8<sup>th</sup> grade FACS will cover information regarding nutrients, MyPlate, and safe food handling and preparation. Students will have opportunities in the foods laboratory to work as a team to safely prepare nutritious foods.

The fee for FACS 8 covers most of the costs of the course, however, some basic sewing equipment may be brought from home or purchased. Grades are based on assignments, quizzes, tests, labs, and projects.

**NOT ALL COURSES ARE OFFERED EACH YEAR**

## FINE ARTS

### MUSIC

#### **BEGINNING LEVEL INSTRUMENTAL MUSIC: BAND (L) #0442**

2 semesters, 7<sup>th</sup> grade

This class is designed for students who have never played a band instrument before. The first 9 weeks of school the students will try out flute, clarinet, trumpet and trombone, then they will have to choose one of these instruments to remain on for the remainder of the school year. The goal of this class is to get beginning level 7<sup>th</sup> grade band students progressed to a level that they are able to join the normal 8<sup>th</sup> grade band class after having successfully completed this course. Students who enroll in this course will be required to purchase or rent an instrument at the end of the first grading period. Parents will be asked to sign a contract agreeing to this course requirement at the beginning of the school year.

Band, which meets daily, emphasizes the development of technique and musicianship through the exploration of various types of music literature.

Students are expected to practice at home and to bring their instruments to class daily. Attendance at concerts is required.

The Band performs several concerts yearly. The band also competes in the ISSMA (Indiana State Music Association) Organization Contest in the spring. Individual students are required to participate in the ISSMA sponsored Solo and Ensemble Contest.

“Students taking Instrumental Music are provided with the opportunity to apply knowledge learned in the elementary music curriculum by beginning or continuing to play an instrument. Instruction is designed so that students connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Ensemble and solo activities are designed for students to develop basic elements of musicianship including, but not limited to: (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills, (5) listening skills, (6) analyzing music; and (7) studying historically significant styles of literature. Experiences include, but are not limited to, improvising, playing by ear, and sight-reading. Students are given opportunities to participate in performances, outside of the school day, that support and extend learning in the classroom.” (Indiana DOE Course Descriptions, 1999)

#### **MIDDLE LEVEL INSTRUMENTAL MUSIC: BAND (L) #0442B**

2 semesters, 7<sup>th</sup> grade and/or 8<sup>th</sup> grade

This class is designed for students who have a minimum of one year's playing experience on a band instrument.

Band, which meets daily, emphasizes the development of technique and musicianship through the exploration of various types of music literature.

Students are expected to practice at home and to bring their instruments to class daily. Attendance at concerts is required.



The Band performs several concerts yearly both at school and out in the community. The Band also competes in the ISSMA (Indiana State Music Association) Organization Contest in the Spring. Individual students are encouraged to participate in the ISSMA sponsored Solo and Ensemble Contest.

"Students taking Instrumental Music are provided with the opportunity to apply knowledge learned in the elementary music curriculum by beginning or continuing to play an instrument. Instruction is designed so that students connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. The instrumental classes provide instruction in any of the following areas: (1) strings, (2) woodwinds, (3) brass, (4) percussion, and (5) keyboard instruments which include electronic and/or synthesizer-type instruments. Ensemble and solo activities are designed for students to develop basic elements of musicianship including, but not limited to: (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills, (5) listening skills, (6) analyzing music; and (7) studying historically significant styles of literature. Experiences include, but are not limited to, improvising, playing by ear, and sight-reading. Students are given opportunities to participate in performances, outside of the school day, that support and extend learning in the classroom." (Indiana DOE Course Descriptions, 1999)

### **MIDDLE LEVEL INSTRUMENTAL MUSIC: ORCHESTRA (L) #044207 (7), #044208 (8)**

2 semesters, 7<sup>th</sup> and/or 8<sup>th</sup> grade

The String program is designed for students who have a minimum of one year's playing experience on one of the following String instruments: violin, viola, cello or bass. Students learn new techniques and skills and refine skills which have already been taught. Music literacy is expanded, orchestral skills are broadened and musical sensitivity refined. There are a variety of performance opportunities throughout the year including the ISSMA (Indiana State School Music Association) organizational contest in the spring. Individual students are also required to participate in the ISSMA sponsored Solo and Ensemble Contest. Individual instruments are provided by each student with the exception of the larger instruments, (i.e. cello and bass) which are supplied by the school for use in the classroom only. Music is provided by the school, but students are responsible for care and proper handling. Attendance at concerts is required.

"Students taking Instrumental Music are provided with the opportunity to apply knowledge learned in the elementary music curriculum by beginning or continuing to play an instrument. Instruction is designed so that students connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. The instrumental classes provide instruction in any of the following areas: (1) strings, (2) woodwinds, (3) brass, (4) percussion, (5) guitar, and (6) keyboard instruments which include electronic and/or synthesizer-type instruments. Ensemble and solo activities are designed for students to develop basic elements of musicianship including, but not limited to: (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills, (5) listening skills, (6) analyzing music; and (7) studying historically significant styles of literature. Experiences include, but are not limited to, improvising, playing by ear, and sight-reading. Students are given opportunities to participate in performances, outside of the school day, that support and extend learning in the classroom." (Indiana DOE Course Descriptions, 1999)

### **MIDDLE LEVEL VOCAL MUSIC: (L) #04447 (7), #04448 (8)**

2 semesters, 7<sup>th</sup> and/or 8<sup>th</sup> grade

The Junior High Choir experience is designed to foster an appreciation of choral music performing. A wide variety of music of varying styles and degrees of difficulty is explored in an effort to foster students' musical enjoyment and challenge their musical abilities. Specific skills addressed include stage presence, vocal production, independence of parts, musicianship and choral ensemble. Concepts in music theory, history and appreciation are introduced and reinforced as they relate to the musical literature studied and performed.

Major choir performances occur approximately every six to nine weeks and naturally, attendance is required. Opportunities exist for solo and small ensemble study and performance in concerts and contests. Musical theater opportunities may be included from time to time as may performance competition trips.

Grades are based on mastery of skills and performance within the group.

Depending on enrollment, one or several sections of choir may be available. If more than one section is available, students will be assigned to a choir with regard to creating balanced groups and maximizing the individual's potential for a successful and positive musical experience. Enrollment is subject to instructor approval.

"Vocal Music provides students with the opportunity to apply knowledge learned in the elementary music curriculum by participating in choral ensemble classes. Instruction is designed to enable student to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Ensemble classes provide group and solo activities and are designed to develop students' musicianship including but not limited to: (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills, (5) listening skills, (6) analyzing music, and (7) studying historically significant styles of literature. Activities and experiences include, but are not limited to, listening, analyzing, and studying, as well as performing a wide variety of vocal literature from selected historical periods, styles, and cultures. Experiences in improvisation and sight-singing are included in this course of study. Students also participate in performance opportunities, outside of the school day, that support and extend learning in the classroom." (Indiana DOE Course Descriptions, 1999)

### **EXPLORING MUSIC 7 #0440**

1 semester, 7<sup>th</sup> grade

Projected Cost to Student: \$20

Exploring Music 7 is based on the Indiana Academic Standards for Exploring Music. Students taking this course are provided with activities that build on Kindergarten through Grade 6 musical knowledge and skills. Instruction is designed to enable students to perform and create music, respond to music, and integrate music study into other subject areas. Activities and experiences in music are designed to develop students' appreciation of music as an art form, to build the foundation for music literacy, and to understand music as it relates to history, culture, and the community.

## **VISUAL ARTS**

### **VISUAL ART 7 (L) #04107**

1 semester, 7th grade

This studio-based course is designed to provide the student with a taste of as many art experiences as possible within this limited time. The basic objectives will serve to provide those who do not pursue art with a basic knowledge of art materials, art history, art criticism and design principles and elements. This foundation will provide a strong base for those who continue in artistic studies.

The course of one or two semesters may cover drawing, painting, lettering, textiles, camera-less photography, printmaking, two dimensional design, and ceramics. Work will be critiqued in a group discussion. Students will begin to make informed judgments about works of art through comparing, analyzing, and interpreting them. In addition to studio work, students will be involved in art history from prehistoric through contemporary art. Individual effort and improvement are of utmost importance in determining grade. Craftsmanship and self-expression along with following instructions will also be considered.

### **VISUAL ART 8 (L) #04108**

1 semester, 8th grade elective.

The Visual Art 8 course will be a review and a continuation of the concepts offered in 7th grade art. These concepts will be built upon to provide a more in-depth, advanced study of art making, art history, criticism, and design principles and elements. Work will be critiqued in a group setting.

Activities may include drawing, painting, 2-dimensional design, ceramics, black and white photography, printmaking, and architecture. Studio work will be enhanced by biographical studies of various artists and their work, a study of career options in the visual arts, the incorporation of community resources, and the utilization of their art knowledge and skills to make connections across the curriculum.

Students will be graded on a portfolio of work, daily effort, and written work. Grades are based on increased ability levels, craftsmanship, and effort.

**NOT ALL COURSES ARE OFFERED EACH YEAR**

## SEQUENCES OF COURSES IN LANGUAGE ARTS

Grade				ELECTIVES
7	MIDDLE LEVEL LANGUAGE ARTS 7 (Grammar-Usage-Literature)			
8	MIDDLE LEVEL LANGUAGE ARTS 8 (Grammar-Usage-Literature)			Creative Writing
	8 semesters of English credit are required for graduation from WEST LAFAYETTE HIGH SCHOOL, including: English 9 (2 sem.) American Literature (2 sem.) English Literature A or B (1 sem.) Advanced Composition or Composition (1 sem.) or AP English Literature & Composition (2 sem.)  The remaining two semester credits may be earned from the list of electives.			
9	ENGLISH 9 (i) 10029	ENGLISH 9 1002	ENGLISH 9 HONORS 1002H	
10	AMERICAN LIT (i) 10209	AMERICAN LIT. 1020	AMERICAN LIT. HONORS 1020H	<b>Pick 2</b> Biblical Literature Contemporary Literature Debate ENL Etymology Film Literature Novels Poetry Short Stories Speech World Literature Dramatic Literature
11	ENGLISH LIT A 1030A	OR ENGLISH LIT. B 1030B	1 Sem required 1 Sem could be elective	
12	COMPOSITION 1090	ADV COMPOSITION 1098	AP ENGLISH LIT & COMPOSITION (2 sem) 1058 (Satisfies requirement for Adv Comp)	

## LANGUAGE ARTS

### CREATIVE WRITING/SPEECH/DRAMA #0420CW

1 semester, 8th grade elective

As a supplement to the regular English curriculum, this course is designed for those students willing to work at developing self and group creativity. "Emphasis will be placed on creative writing topics drawn from short stories, novels, plays, and visual arts." Students will be expected to participate actively in frequent class discussions which will be used to shape the direction of individual and group projects throughout the semester. Because this is primarily a writing class, students enrolling in this course should be prepared to work consistently on their writing skills both in and out of class.

### LANGUAGE ARTS 7 #04207

Texts: **Timeless Voices, Timeless Themes: Blue.** Prentice Hall. Houghton-Mifflin. **The Bomb, Chinese Cinderella, The Ear, the Eye, and the Arm.** Prentice Hall Grammar Workbook

2 semesters, 7th grade

This course provides the opportunity to read a variety of literature and to respond to that reading in a number of ways. Reading, writing, speaking, and listening constitute the language experience. Students are encouraged to read widely and are provided with activities to encourage them to think more deeply about what they read.

The program in writing includes narratives, character sketches and expository essays. Fluency and the ability to elaborate upon an idea are also emphasized. The study of grammar, usage, and mechanics is integrated with the writing process.

### LANGUAGE ARTS 8 #04208

Texts: **Timeless Voices, Timeless Themes: Red.** Prentice Hall. Houghton-Mifflin. **The Call of the Wild. The Miracle Worker. King Arthur and His Knights of the Round Table. The Book Thief, Fahrenheit 451.**

2 semesters, 8th grade

This course includes the study of literature, writing, grammar, and usage. Students read a variety of selections and study the basic elements of literature. Students learn to regard writing as a process and to reshape their thoughts, using a variety of literary forms. Grammar and usage are studied primarily in conjunction with writing.

### ENGLISH AS A NEW LANGUAGE #1012 (ENL)

Text: Scott Foresman English Series of On Your Mark

Grade Level: 7-8

Prerequisite: Student must be a nonnative English speaker and show the need for assistance in the English language through placement testing.

The focus of this course is to help English Language Learners (ELL's) increase their knowledge and usage of English in the academic setting. Because there will always be multiple ability levels in this class, students are expected to complete some assignments with a partner or in a small group setting, i.e. at times students must work independently from direct teacher guidance in class. The four major skills (reading, writing, listening, speaking) are practiced in a variety of manners (e.g. individually, in pairs, as a whole class) through a variety of activities (e.g. projects, games, traditional written work.). Apart from the acquisition of language and academic skills, students will also study cultural topics of the United States and of their native countries. English is the language of instruction and of class work.

The number of semesters an ELL should enroll in ENL will vary based on factors such as the individual's age and English skills. It is recommended that a student remain in the ENL program until the teacher suggests removal from the program or until he/she obtains a score of "4" or more on the WIDA Assessment Test.

# MATHEMATICS

## SEQUENCES OF COURSES IN MATHEMATICS

### Diploma Requirements

#### Core 40 or Core 40 with Technical Honors Diploma:

- Algebra I, Geometry, Algebra II in grades 9-12.
- Math or Quantitative Reasoning all four years.
- Math credits earned before 9<sup>th</sup> grade do not count toward the six required math credits for this diploma.

#### Core 40 with Academic Honors Diploma:

- Algebra I, Geometry, Algebra II and two additional mathematics credits in grades 9-12.
- Math or Quantitative Reasoning all four years.
- Math credits earned before 9<sup>th</sup> grade do not count toward the eight required math credits for this diploma.

Path	A	B	C	D	E
7 <sup>th</sup> grade	Math 7 Basic	Math 7	Math 7	Math 7 Honors	Math 7 Honors
8 <sup>th</sup> grade	Math 8 Basic	Math 8	Math 8	Algebra I w/ Critical Thinking	Algebra I Honors
9 <sup>th</sup> grade	Algebra I	Algebra I w/ Critical Thinking	Algebra I w/ Critical Thinking	Geometry w/ Proofs	Geometry Honors
10 <sup>th</sup> grade	Geometry	Geometry w/ Proofs	Geometry w/ Proofs + Algebra II w/ Trig*	Algebra II w/ Trig	Algebra II Honors
11 <sup>th</sup> grade	Algebra II	Algebra II w/ Trig	Pre-Calculus	Pre-Calculus	Calculus AB or AB/BC
12 <sup>th</sup> grade	Trigonometry (1 sem) + Prob & Stats (1 sem)	Pre-Calculus –or– Trig (1 sem) + Prob & Stats (1 sem) (Statistics, AP may be taken concurrently with Pre-Calc)	Calculus AB or AB/BC and/or Statistics, AP	Calculus AB or AB/BC and/or Statistics, AP	Statistics, AP or an upper-level math from an outside entity

\*No student may enroll in more than one mathematics class per semester without first receiving permission from the department chairperson and school counselor.

### **MATH 7 BASIC #04307B**

2 semesters, 7<sup>th</sup> grade

Prerequisite: Recommendation of elementary school math teacher and junior high counselor.

This course is intended for students who have had difficulty in mathematics in the past and need additional practice with basic arithmetic skills before being introduced to more abstract algebraic topics. The importance of the usefulness of mathematics in the real world is stressed. The content and pacing will be adjusted based on the abilities and needs of the students.

### **MATH 7 #04307**

2 semesters, 7<sup>th</sup> grade

Prerequisites: Sixth grade math

This course reinforces and extends the mathematics practiced in elementary school. Students broaden their problem solving, estimation, and computational skills using integers, fractions, and decimals. Additionally, students begin to generalize as they move into more abstract mathematical concepts, such as elementary algebra and symbolic notation. The importance of modeling real life applications using basic topics in geometry, measurement, ratio, proportion, percent, statistics, and probability are stressed. Calculators and computers applications are integrated when appropriate.

### **MATH 7 HONORS #04307H**

2 semesters, 7<sup>th</sup> grade

Prerequisite: Recommendation of elementary math teacher and junior high guidance counselor.

A math placement test is given to help with these recommendations.

This course is designed for the seventh grade student who has demonstrated exceptionally high ability and interest in mathematics, has achieved at the A level in the sixth grade math class, and has placed high on standardized achievement tests. This course combines seventh grade math and eighth grade pre-algebra, but is primarily an eighth grade pre-algebra course. The intention of Math 7 Honors is to prepare the student for Algebra I or Honors Algebra I in the eighth grade. Topics explored are rational and irrational numbers, number theory, problem solving, ratio, proportion, percent, writing and solving one variable equations and inequalities, the coordinate plane, probability, statistics, geometric identification and construction, area, volume, discrete mathematics, and solving and graphing linear equations. Emphasis is placed on discovering relationships, finding how, why, and when these relationships exist, explaining these relationships, and writing these relationships mathematically.

### **MATH 8 BASIC #04308B**

2 semesters, 8<sup>th</sup> grade

Prerequisites: Basic seventh grade math.

This course is a pre-algebra course designed to enable students to successfully bridge the transition from the arithmetic of 7<sup>th</sup> grade math to the algebra of high school. This course is specifically designed for students who have struggled in mathematics in the elementary grades and/or in 7<sup>th</sup> grade math. More time is spent on certain topics to ensure students master lessons before moving on. Algebra topics include integer and rational number operations, solving single and multi-step equations, square roots, the Pythagorean Theorem, ratios, proportions, slope, functions, linear graphing, and inequalities. Geometric topics such as area, surface area, volume, and angle/line relationship are also studied. The course concludes with discussion of data collection, statistics, and probability. Calculators and computers are used when appropriate.

### **MATH 8 #04308**

2 semesters, 8<sup>th</sup> grade

Prerequisites: Seventh grade math

This course is a pre-algebra course designed to enable students to successfully bridge the transition from the arithmetic of 7<sup>th</sup> grade math to the algebra of high school. The course reinforces and extends topics introduced in 7<sup>th</sup> grade math. In addition to solving and applying math to everyday situations, students will extend estimation and computational skills involving integers, fractions, decimals, percentages, ratios, and proportions. Students relate and apply algebraic concepts to geometry by exploring angles formed by parallel lines, polygons, congruent and similar figures, area, surface area, and volume. Students explore statistics, data analysis, probability, and discrete mathematics topics and learn to solve and graph linear equations and inequalities. Calculators and computers are used when appropriate.

### **ALGEBRA I #25208**

2 semesters, 8<sup>th</sup> grade

2 credits

Prerequisite: Math 7 Honors (Taught in Junior High at 8<sup>th</sup> grade level.)

- Fulfills requirement for the General, Core 40, Academic Honors and Technical Honors diplomas.

Students taking this course will receive high school grade and credit for grades earned. Grades and credit will be included in the high school grade point average. All semester grades will be recorded on the high school transcript.

This course consists of the study of the fundamental operations over the real numbers, solutions and graphs of linear and quadratic equations in one variable, inequalities, factoring, linear simultaneous equations in two variables, and solving word problems. Students are expected to complete homework daily. Grades will be based on homework and tests.

### **ALGEBRA I HONORS #2520H**

2 semesters, 8<sup>th</sup> grade

2 credits

Prerequisite: Math 7 Honors with teacher recommendation.

- Fulfills requirement for the General, Core 40, Academic Honors and Technical Honors diplomas.

Students taking this course will receive high school grade and credit for grades earned. Grades and credit will be included in the high school grade point average. All semester grades will be recorded on the high school transcript.

This course is designed for students who have demonstrated exceptionally high ability and interest in the accelerated seventh grade math class. Course content includes an in depth study of first and second degree equations, inequalities, systems of equations, factoring, graphs, functions, rational and irrational numbers, and right triangle trigonometry. Emphasis is placed on original problem solving for all topics. Students are expected to participate in extra curricula math contests. Students generally enroll in accelerated math courses in high school after completion of the course. Grades are based on daily homework and tests.



## **PHYSICAL EDUCATION/HEALTH (PE/HEALTH)**

### **PHYSICAL EDUCATION/HEALTH 7 #04507**

One semester

The Health unit consists of 9 weeks of study in the Health textbook. Glencoe Teen Health course 3. The focused content areas will be: Understanding Health and Wellness, Decision making and stress management skills, Wise Health Consumerism, Communication and Assertiveness. Also included in this course is an education unit encompassing alcohol, tobacco, and other drugs.

Physical Education Course Objectives:

The aim of physical education is to develop optimum physical, mental, emotional and social growth of the student. This is achieved through the use of diverse, progressive activities and experiences that emphasize the acquisition of fitness skills, knowledge and attitudes leading to the enjoyment of lifetime leisure activities.

Course Content:

Activities that will be used for physical education classes will include the following categories:

1. Aquatics
2. Conditioning and fitness
3. Dance
4. Gymnastics
5. Individual and Dual activities
6. Team games

Grading will be based on participation, use of skill checklists, and written tests.

### **PHYSICAL EDUCATION 8 #04508**

2 Semesters

The aim of physical education is to develop optimum physical, mental, emotional and social growth of the student. This is achieved through the use of diverse, progressive activities and experiences that emphasize the acquisition of fitness skills, knowledge and attitudes leading to the enjoyment of lifetime leisure activities.

Course Content:

Activities that will be used for physical education classes will include the following categories:

1. Aquatics
2. Conditioning and fitness
3. Dance
4. Gymnastics
5. Individual and Dual activities
6. Team games

Grading will be based on participation, use of skill checklists, and written tests.

Grading will be based on participation, use of skill checklists, and written tests.

### **HEALTH & WELLNESS EDUCATION #35068**

1 semester, 1 credit

Grade Level: 8

Text: **Glencoe Health: A Guide to Wellness**

Publisher: Glencoe/McGraw-Hill: Education in Sexuality

- Fulfills the Health and Wellness requirement for the General, Core 40, Academic Honors and Technical Honors diplomas.

Health education provides for the continued development of attitudes and behaviors related to becoming a health-literate individual. The class includes the major content areas in a planned, sequential, comprehensive health education curriculum as indicated in the Indiana Health Education Standards Guide. Following is a list

of the major content areas to be covered: (1) Personal Health; (2) Mental and Emotional Health; (3) Growth and Development; (4) Community and Environmental Health; (5) Alcohol, Tobacco, and Other Drugs; (6) Intentional and Unintentional Injury; (7) Nutrition; (8) Health Promotion and Disease Prevention; (9) Family Life; and (10) Consumer Life.

This course provides opportunities for the student to explore the effect of health behaviors on the individual's quality of life. It helps assist students in understanding that health is a lifetime commitment by analyzing individual risk factors and health decisions that promote health and prevent disease. Students are encouraged to assume individual responsibility for becoming competent health consumers. A variety of instructional strategies, including technology, are used to further develop health literacy. Grades are based on class participation, homework assignments, class projects, quizzes, and written tests.

**NOT ALL COURSES ARE OFFERED EACH YEAR**

## SEQUENCE OF COURSES IN SCIENCE

	<b>A</b>	<b>B</b>	<b>C</b>	<b>D</b>	<b>E</b>
7	Science 7	Science 7	Science 7	Science 7	Science 7
8	Science 8	Science 8	Science 8	Science 8	Science 8
9	Biology I (i) or Earth/Space Sci I	Biology I	Biology I	Biology I	Biology I Honors
10	Earth/Space Sci I or Biology I (i)	Integrated Chem-Physics	Chemistry I	Chemistry or Chemistry H	Chemistry I Honors
11	Integrated Chem-Physics	Chemistry I or Earth/Space Sci I	Physics and/or Earth/Space Sci II	Physics I Honors	Physics I Honors
12	Elective optional	Elective optional	Elective Recommended	Elective Recommended	Elective Recommended

## SCIENCE

### **SCIENCE BASIC 7 (L) #04607B**

2 semesters; Grade 7

Text : **Science Explorer**, 4 individual books

Publisher: Prentice Hall

This course is offered for the student who might have difficulty in the regular science class. Enrollment is by recommendation of science teacher and junior high counselor.

Objectives: To practice the processes of science in an interactive format. To learn the fundamental concepts of Earth and Life Sciences. Emphasis is placed on hands-on activities with relevance in the student's lives.

Course Content: The student studies the general topics of Earth's interior, Cells, Waters of the world and The world of Plants.

Class procedures: This course is designed to individual attention to the student. The class size is small, goals are short range, and evaluation is more frequent. Long tests are not given, instead 6-8 short quizzes are offered. Homework assignments are minimal with most of it being completed in the classroom, with teacher assistance.

Fees: As part of the science lab fees, safety goggles are provided and must be worn during lab activities.

Grades: Student grades are based on the following: Quizzes, laboratory work, hands-on activities, projects and homework assignments.

### **SCIENCE 7 (L) #04607**

2 semesters, 7th grade

Text: **Science Explorer, Select Bind**

Publisher: Prentice Hall

Objectives: To practice the processes of science in an interactive format. To learn the fundamental concepts of Life and Earth Science.

Course Content: The student studies the general topics of cells, heredity, the classification of living things, plate tectonics, and Earth's waters.

Class Procedures: Class discussions, audio-visual aids, demonstrations and homework assignments are integral parts of the course.

Fees: As part of the science lab fees, safety goggles are provided and must be worn during laboratory activities.

Grades: Student grades are based on the following: Tests, quizzes, laboratories, "hands-on" activities, projects, and homework assignments.

### **SCIENCE BASIC 8 (L) #04608B**

2 semesters; Grade 8

Text : **Science Explorer**, 4 individual books

Publisher: Prentice Hall

This course is offered for the student who might have difficulty in the regular science class. Enrollment is by recommendation of science teacher and junior high counselor.

Objectives: To practice the processes of science in an interactive format. To learn the fundamental concepts of Physical Sciences. Emphasis is placed on hands-on activities with relevance in the student's lives.

Course Content: The student studies the general topics of matter, atoms, periodic table, bands, electricity, magnetism and motion.

Class procedures: This course is designed to individual attention to the student. The class size is small, goals are short range, and evaluation is more frequent. Homework assignments are minimal with most of it being completed in the classroom, with teacher assistance.

Fees: As part of the science lab fees, safety goggles are provided and must be worn during lab activities.

Grades: Student grades are based on the following: Quizzes, laboratory work, hands-on activities, projects and homework assignments.

**SCIENCE 8 (L) #04608**

2 semesters, 8th grade

Text: **Science Explorer, Select Bind**

Publisher: Prentice Hall

Objectives: To practice the processes of science in an interactive format and learn the fundamental concepts of Physical Science.

Course Content: The student studies the general topics of matter, periodic table, atoms, bonding, acids/bases, sound, light, electricity, magnetism, motion, forces, and energy.

Class Procedures: Class discussions, audio-visual aids, demonstrations and homework assignments are integral parts of the course.

Fees: As part of the science lab fees, safety goggles are provided and must be worn during lab activities.

Grades: Student grades are based on the following: Tests quizzes, laboratories, “hands-on” activities, projects, class participation, folder/notebook and homework assignments.

## SOCIAL STUDIES

### **LIFE AND STUDY SKILLS 7<sup>TH</sup> GRADE** (Practical Arts Rotation) **#0493**

9 Weeks, 7<sup>th</sup> Grade

Text: N/A

This course is designed to allow students the opportunity to develop good study and life skills. Throughout the nine weeks, students will acquire and use many practical skills that will help them explore a wide range of topics such as organization and note-taking, practical economics and finance, and character education through the use of technology. Community volunteers work with students to demonstrate and teach skills in finance such as financial risk, budgeting, and credit. Students will demonstrate learning through group work, hands on activities, and product creation with a goal to integrate and apply problem solving skills.

### **CURRENT ISSUES #0470CI**

1 semester, Grade 8 elective

Current issues is a one semester classroom experience in reviewing, discussing and anticipating developments in local, state, national and global news. Student generated projects and ideas will be encouraged. Students may expect to work individually and in small groups on various assignments such as debates or persuasive essays/speeches. Grades will be based on short in-class projects and oral participation.

### **SOCIAL STUDIES 7 #04707**

2 semesters, 7th grade

Text: **World Cultures and Geography**

Publisher: McDougal Littell

The world cultures course is devoted to the study of Eastern Hemisphere cultures. The first part of the course is spent examining the five themes of geography and the seven elements of culture. Then these themes become the basis for studying the cultures of (1) Africa, (2) Asia, (3) the Middle East, (4) Australia and Oceania. Current events concerning these areas are discussed throughout the year.

During seventh grade, students will be making the transition from concrete examples to abstract ideas and concepts. Opportunities to develop thinking skills, research skills, decision-making skills, and problem-solving skills are provided through map, graph and chart interpretation; problem identification; questioning; information gathering; and the evaluating of alternative solutions to problems.

The course grade is determined by the quality of student performance on reading assignments, map and workbook assignments, projects, computer-based assignments, class discussions, quizzes, and tests.

**SOCIAL STUDIES 8 #04708**

2 semesters, 8th grade

Text: **Creating America**

Publisher: McDougal Littell

This survey course is designed to introduce students to the early history of the United States from the time of European discovery and colonization through the late 19<sup>th</sup> century.

Course Objectives: Students will be expected to:

- a. develop an understanding of topics in American History up to the late 19<sup>th</sup> century.
- b. recognize and use various themes that comprise the social studies i.e. geography, economics, cultures and conflict.
- c. develop an appreciation for the personalities and events which make up American History
- d. practice writing and speaking skills necessary to articulate their thoughts.
- e. make use of available technology to complete research and make presentations on historical topics.

This survey course is designed to introduce students to the early history of the United States from the time of European discovery and colonization through the late 19<sup>th</sup> century.

**NOT ALL COURSES ARE OFFERED EACH YEAR**

## **SPECIAL EDUCATION**

### **BASIC SKILLS DEVELOPMENT #0500**

2 semesters, 7th and/or 8th grade

Enrollment in the Resource Room is determined during a case conference with parents, school personnel, and GLASS (Greater Lafayette Area Special Services) representative after evaluations determine a student's qualification.

BSD (Basic Skills Development) affords students the opportunities to enhance their educational experience by having:

- IEP (Individual Education Plan) implemented and monitored by TOR (Teacher of Record).

- Organizational skills taught and practiced.

- Study skills taught and practiced.

- Additional practice and support to strengthen deficient skill areas.

- Self-advocacy skills taught and practiced.

Class content is determined by individual need. Grades are based on the appropriate completion of an assignment book, class participation, and requirements determined on an individual basis.

## **SPECIAL PROGRAMS**

### **STUDY SKILLS**

1 or 2 semesters, 7th and/or 8th grade placement.

Entrance into the Study Skills class is determined by teacher/ counselor/ administrator/ parent input; continuation in the second semester of Study Skills is determined by the student meeting course requirements during the first semester.

This course offers the option of either one or two semesters of teacher-monitored organization planning and implementation, supervised study, and bi-weekly assignment and grade reports. As time allows, the teacher works with other teachers to identify individual student needs and then works with that student on his/her particular needs.

The major objective of the course is to enable the student to more effectively schedule and complete assigned tasks in his/her other classes.



## TECHNOLOGY EDUCATION

### **TECHNOLOGY EDUCATION 7<sup>th</sup> Grade** (Practical Arts Rotation) **#0493**

9 weeks, 7th grade

Text: Technology; by R. Thomas Wright

Publisher: Goodheart-Wilcox Co., Inc.; 2000

Students use shop tools, design processes, technology and creativity to make projects. Instruction and applications are typically hands on and in the shop setting. Topics covered include the design process, measurement, and shop safety. Projects have included a portable tic-tac-toe game, gumball machine, and a paper clip dispenser.

### **TECHNOLOGY EDUCATION 8<sup>th</sup> Grade** **#04908**

1 semester, 8th grade elective

Text: Technology; by R. Thomas Wright

Publisher: Goodheart-Wilcox Company, Inc.; 2000

Students will learn about the four areas of Technology Education. Construction, Manufacturing, Communication, and Transportation; as well as, the use of mechanisms, tools, and processes for each area. The course is designed to introduce students to a variety of careers and the technology related to each one. It is also designed to introduce students to classes offered at the high school level in Engineering and Technology Education that might further their career goals in related fields.

Most of the instruction and application is hands on. Some projects have been 3D modeling, 3D printing, scale model building of a residential structure, Rube Goldberg machine build, balsa wood bridge construction, mag-lev vehicles, CO2 car, etc.

**NOT ALL COURSES ARE OFFERED EACH YEAR**

**WORLD LANGUAGE REQUIREMENTS**

**DIPLOMA REQUIREMENTS FOR WORLD LANGUAGE**

<b>General High School Diploma</b>	<b>Core 40 Diploma &amp; Core 40 w/Technical Honors Diploma</b>	<b>Core 40 w/Academic Honors Diploma</b>
<p>The State of Indiana does not require ANY world language for this diploma.</p>	<p>The State of Indiana does not require ANY world language for completion of the Core 40 diploma or the Core 40 with Technical Honors.</p> <p>Several college and university programs require at least 2 years of foreign language taken during high school.</p>	<p>Three years of one language or Two years of two languages.</p> <p>Ex: Three years of Spanish OR Two years of Spanish and two years of French.</p> <p>Currently available at this school:</p> <p>French I French II French III AP French Language &amp; Culture</p> <p>German I German II German III AP German Language &amp; Culture</p> <p>Spanish I Spanish II Spanish III AP Spanish Language &amp; Culture</p>

(Rev. 12/2014)

**Enrollment of 8<sup>th</sup> Graders in High School World Language Classes**

To ensure the success of junior high students in high school World Language courses for credit, the following prerequisites apply for 8<sup>th</sup> graders wishing to enroll:

1. A student must have earned minimum semester grades of “B” in all classes for both semesters of the student’s 7<sup>th</sup> grade year. A grade of C+ or below, regardless of the class or level, will make that student ineligible to enroll in a World Language course as an 8<sup>th</sup> grader.
2. Along with the opportunity to earn high school credit and accrue points towards calculation of a student’s grade point average (GPA), enrollment of junior high students in German, French, or Spanish requires an understanding that students must stay in the class for the entire school year. Junior high students do not have study halls and may be unable to enter another elective course due to schedule or class size conflicts. Therefore, students and parents should be aware that enrollment in a high school World Language course requires acceptance of this year long commitment.

## WORLD LANGUAGES

### WORLD LANGUAGES 7 #2182

1 semester, 7<sup>th</sup> grade requirement

Text: To be determined

“This is a one-semester course consisting of six weeks segments in each of the languages (French, German and Spanish) that are taught at WLHS. Teachers, certified in each language, will use exploratory and hands-on activities such as singing, cooking, preparing crafts, and dancing to involve all of the multiple intelligences to acquaint the students with the cultures and sound systems of each language. Students will not gain fluency in a six-week segment but will be able to compare the qualities and structures of the languages and their cultures. They will learn basic vocabulary and the cultural aspects of that vocabulary in the areas of names, greetings, numbers, colors, body parts, school items, food, eating, families, and geography. The goal is to acquaint students with the language and culture represented by the language to facilitate their choice of language to pursue in senior high school.”

### FRENCH I #2020

2 semesters, 1 credit each semester

Grade Level: 8

Text: **Bien dit! Level 1**

Publisher: Holt, Rinehart and Winston

Prerequisite: See prerequisite listed on page 4

A Core 40 and Academic Honors Course

The Level I French course provides instruction enabling students to discuss the many reasons for learning languages and to develop an understanding of the people who speak them. Students are able to apply effective strategies for language learning and show a willingness to experience various aspects of the cultures. Within this context, the course provides students with opportunities to:

- ◆ respond to and give oral directions and commands and to make routine requests in the classroom and in public places;
- ◆ understand and use appropriate forms of address in courtesy expressions and be able to tell about daily routines and events;
- ◆ ask and answer simple questions and participate in brief guided conversations related to their needs and interests;
- ◆ read isolated words and phrases in a situational context, such as menus, signs and schedules
- ◆ comprehend brief written directions and information;
- ◆ read short narrative texts on simple topics; and
- ◆ write familiar words and phrases in appropriate contexts and respond in writing to various stimuli. (Goals 1-4)

Additionally, students learn:

- ◆ about nonverbal communication, such as gestures and body language;
- ◆ about awareness of current events in the cultures;
- ◆ greeting and leave taking behaviors in a variety of social situations
- ◆ the appropriate way to respond to introductions and use courtesy behaviors; and
- ◆ appropriate etiquette in a variety of social settings. (Goals 5 and 6)

Supplementary work is encouraged in the form of extra reading, and puzzles relating to class material.

## **GERMAN I #2040**

2 semesters, 1 credit each semester.

Grade Level: 8

Text: **Deutsch Aktuell 1 1**

Publisher: EMC

Prerequisite: See prerequisite listed on page 4

A Core 40 and Academic Honors Course

The Level I German course provides instruction enabling students to discuss the many reasons for learning languages and to develop an understanding of the people who speak them. Students are able to apply effective strategies for language learning and show a willingness to experience various aspects of the cultures. Within this context, the course provides students with opportunities to:

- ◆ respond to and give oral directions and commands and to make routine requests in the classroom and in public places;
- ◆ understand and use appropriate forms of address in courtesy expressions and be able to tell about daily routines and events;
- ◆ ask and answer simple questions and participate in brief guided conversations related to their needs and interests;
- ◆ read isolated words and phrases in a situational context, such as menus, signs and schedules
- ◆ comprehend brief written directions and information;
- ◆ read short narrative texts on simple topics; and
- ◆ write familiar words and phrases in appropriate contexts and respond in writing to various stimuli. (Goals 1-4)

Additionally, students learn:

- ◆ about nonverbal communication, such as gestures and body language;
- ◆ about awareness of current events in the cultures;
- ◆ greeting and leave taking behaviors in a variety of social situations
- ◆ the appropriate way to respond to introductions and use courtesy behaviors; and
- ◆ appropriate etiquette in a variety of social settings. (Goals 5 and 6)

## **SPANISH I #2120**

2 semesters, 1 credit each semester.

Grade Level: 8

Text: **En español I, Más Práctica, level 1**

Publisher: McDougal Littell

Prerequisite: Prerequisite: See prerequisite listed on page 4

A Core 40 and Academic Honors Course

The Level I Spanish course provides instruction enabling students to discuss the many reasons for learning languages and to develop an understanding of the people who speak them. Students are able to apply effective strategies for language learning and show a willingness to experience various aspects of the cultures. Within this context, the course provides students with opportunities to:

- ◆ respond to and give oral directions and commands and to make routine requests in the classroom and in public places;
- ◆ understand and use appropriate forms of address in courtesy expressions and be able to tell about daily routines and events;

- ◆ ask and answer simple questions and participate in brief guided conversations related to their needs and interests;
- ◆ read isolated words and phrases in a situational context, such as menus, signs and schedules
- ◆ comprehend brief written directions and information;
- ◆ read short narrative texts on simple topics; and
- ◆ write familiar words and phrases in appropriate contexts and respond in writing to various stimuli. (Goals 1-4)

Additionally, students learn:

- ◆ about nonverbal communication, such as gestures and body language;
- ◆ about awareness of current events in the cultures;
- ◆ greeting and leave taking behaviors in a variety of social situations
- ◆ the appropriate way to respond to introductions and use courtesy behaviors; and
- ◆ appropriate etiquette in a variety of social settings. (Goals 5 and 6)

They will study the culture of the Hispanics living in the United States, of Mexico and Puerto Rico and the Geography of Latin America. They will also compare their own culture with those of the Spanish speaking countries. Emphasis is on the integration of the four communicative skills-reading, listening, writing and speaking--within the context of the cultures of the Spanish speaking world. Classroom instructions are given in Spanish and Spanish is used increasingly throughout the year.

# GRADUATION REQUIREMENTS/DIPLOMA TYPES



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

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

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 priority course list
  - C. Earn two of the following:
    1. A minimum of 3 verifiable transcribed college credits from the priority course 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 28 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. Pathway designated industry-based certification or credential, or
  2. Pathway dual credits from the lists of priority courses 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.

### Indiana General High School Diploma

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 (Class of 2016 & Beyond)

<b>English/Language Arts</b>	<b>8 credits</b> Credits must include literature, composition and speech
<b>Mathematics</b>	<b>4 credits</b> 2 credits: Algebra I or Integrated Mathematics I 2 credits: Any math course <i>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.</i>
<b>Science</b>	<b>4 credits</b> 2 credits: Biology I 2 credits: Any science course <i>At least one credit must be from a Physical Science or Earth and Space Science course</i>
<b>Social Studies</b>	<b>4 credits</b> 2 credits: U.S. History 1 credit: U.S. Government 1 credit: Any social studies course
<b>Physical Education</b>	<b>2 credits</b>
<b>Health and Wellness</b>	<b>1 credit</b>
<b>College and Career Pathway Courses</b> <small>Selecting electives in a deliberate manner to take full advantage of college and career exploration and preparation opportunities</small>	<b>6 credits</b>
<b>Flex Credit</b>	<b>5 credits</b> Flex Credits must come from one of the following: <ul style="list-style-type: none"> <li>• Additional elective courses in a College and Career Pathway</li> <li>• Courses involving workplace learning such as Cooperative Education or Internship courses</li> <li>• High school/college dual credit courses</li> <li>• Additional courses in Language Arts, Social Studies, Mathematics, Science, World Languages or Fine Arts</li> </ul>
<b>Electives</b>	<b>6 credits</b> 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**

(Updated Dec., 2011)

01/10/2017