



Genesee Jr./Sr.  
High School  
Course Descriptions  
2008-2009

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## **INTRODUCTION**

The Genesee Junior/Senior High School Course Description Guide is provided for the benefit of the staff, students, parents and patrons of School District #282. It is designed to give information that will aid students and their parents in selecting courses, which will further career plans and complete graduation requirements.

The curriculum at Genesee High School is reviewed each year to be certain that we are meeting the needs and interests of the students to the best of our ability. Changes in the curriculum may be made after consideration of the local educational needs and the financial constraints of the district.

Every effort is made by the staff to involve students and their families in the selection of courses, which make up a student's schedule. The counselor and/or teachers may assist in the planning of a student's schedule. The student's schedule is determined by classes needed to meet district graduation requirements and the student's interests.

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**Policy Title: PUPIL PROGRESS**

Date Revised: 8/11/2008

High School Graduation Standards

Code No. 320.9

Graduation from Genesee High School requires 44 credits. One credit towards graduation is issued for passing a one semester course. All students must demonstrate achievement of the basic standards in language usage, reading and mathematics by achieving a proficient score on each section of the ISAT 10 (as required by the SBOE) and demonstrate proficiency in science, social studies, health and humanities through state-approved assessment measures established by the local board of trustees or successfully fulfill the district developed alternative to the Idaho Standards Achievement Test. All students will take a state-approved college entrance exam by the end of the 11<sup>th</sup> grade.

Off-campus instruction, if taken, will not count until the grade is received from the provider.

Completion of General Educational Development (GED) testing is not recognized as acceptable graduation qualification.

The following are subject requirements for graduation:

**SUBJECT CREDITS**

English 8

Math (Class of 2011 and beyond) 8

Math 6

Communications 1

Science 4

Science (Class of 2011 and beyond) 6

World History (Class of 2011 and beyond) 2

U.S. History 2

American Government 2

Economics 1

Health (including CPR) 1

Physical Education 2

Computer Applications 1

Careers 1

Project (2011 and beyond) 1

Fine Arts (2011 and beyond; select from drama, art, band) 1

Humanities (sunsets with class of 2011) 3

Electives 16

Electives (2011 and beyond) 7

A student may request, through the Board of Trustees, a waiver of a specific district graduation requirement. All requests shall be made in writing and submitted through the administration.

Students who do not attain at least a proficient score on the ISAT will have the option of appealing to the Board of Trustees for relief from the ISAT proficiency requirement. Students who choose to appeal must meet the following eligibility requirements:

1. Must be enrolled in a special education program and have a current Individual Education Plan (IEP); or
2. Must be enrolled in the fall semester of the senior year.

The district requires that all students who appeal for relief for the ISAT proficiency requirements

must successfully complete an alternative program equivalent to the ISAT requirement approved by the Board of Trustees in order to graduate.

The district alternative program that students must use to demonstrate that they possess the skills and knowledge necessary to graduate from Genesee High School are as follows:

A. Successfully complete performance measures that are equivalent to the sub skill areas measured on the ISAT.

B. Successfully complete multiple factors that evaluate academic proficiency and performance of an individual child. These factors will include:

- Assessment scores, including ISAT reading, ISAT math, ISAT language usage, direct writing assessment and/or literacy assessment;
- Performance assessment measures, as appropriate, or other performance entries included in a student's portfolio;

**• Other Professional/Institutional Evaluations**

## **Report Cards and Grading Procedures**

Reports cards are distributed to the students four times a year at the end of each nine weeks. Progress reports are sent home at various times throughout the semester. Only the semester grades are recorded on transcripts and counted towards the cumulative grade point average.

Letter grades are used to designate academic grades at Genesee Junior/Senior High School. The grading system is based on the following: A=90-100, B=80-89, C=70-79, D=60-69, F=0-59.

Other letters or combinations may be used on a student's report cards as follows: P = Pass, I = Incomplete, WP = Withdrew from class with a passing grade, WF = Withdrew from failing grade, NC = No Credit given.

## **Schedule Changes**

Schedule changes will be limited after five school days into each semester. However, with the approval of parents, teachers and the administration, a schedule change may be permitted for the following reasons: failure to meet a graduation requirement, misplacement (student has not had enough preparation for the material), the teacher requests the removal of the student.

## **Dual Credit**

Genesee High School students may take courses offered by other institutions (i.e., correspondence courses, web-based courses, college courses, etc.) for enrichment, acceleration, or remediation. The specific guidelines to regulate these courses are listed in the District Policy Manual (320.13)

## **Failure to Meet Graduation Requirements**

Students who fail to complete credits at their planned graduation date should see the counselor and principal to make arrangements to earn their diploma. This may involve correspondence courses or re-enrollment in the regular program. Each case will be dealt with on an individual basis.

Students who fail to meet graduation requirements on time will NOT be allowed to go through graduation ceremonies.

## **AGRICULTURAL SCIENCE AND TECHNOLOGY**

### **Ag.110 INTRODUCTION TO AGRICULTURAL EDUCATION:**

This basic introductory course is designed to introduce beginning students to Agriculture Education. The course includes agriculture career development, leadership communications and personal finance.

### **AG. 130 INTRODUCTION TO AGRICULTURAL MECHANICS:**

A course designed to familiarize the student with the basic mechanical theory and skills. Students will develop skills in the following areas: carpentry, electricity, plumbing, fencing, painting, metal working and welding processes. Emphasis will be placed upon safety and proper use of tools and equipment.

### **AG. 210 AGRICULTURAL WELDING:**

A course designed to develop skills in Arc and Oxy-Acetylene welding and the processes that deal with the joining of metal for use in the agricultural industry.

### **AG. 221 SMALL GASOLINE ENGINES**

This course is designed to develop skills in selection, operation and maintenance of small air-cooled engines.

### **AG. 240: AGRICULTURAL FABRICATION:**

This course develops skills in metal equipment assembly and joining processes.

### **AG. 340: APPLIED GREENHOUSE AND NURSERY MANAGEMENT:**

A course designed to prepare students in greenhouse and nursery operation and management. Students will design and construct an actual home landscape.

### **AG. 350: FISH AND WILDLIFE MANAGEMENT:**

A course designed to examine the importance of forestry, wildlife, and outdoor recreation with emphasis on efficient use of natural resources.

**AG. 514: BOTANY/HORTICULTURE PLANT SCIENCE:** A course which prepares students to produce greenhouse/nursery plants and to maintain plant growth and propagation structures. Students will set-up and manage hydroponic plant growing systems.

### **AG. 530: ZOOLOGY/ANIMAL SCIENCE:**

A course designed to develop knowledge and skills pertaining to nutrition, reproduction, diseases, breeding, genetics, anatomy, and physiology in livestock.

# ART

## Junior and Senior High School

Junior High School art courses encourage students to learn, think and create while developing visual literacy and building an art vocabulary. Students start with the basic elements of art and the principles of design as we learn to communicate through visual mediums and keep sketchbooks. We will explore aesthetics, art criticism, art history and studio production. Art lab projects provide opportunities for discovery, appreciation for cultural diversity and creative problem solving. Student artists will meet well known artists and art movements across human history and make art connections across the curriculum. Technology will be integrated into the art curriculum. Basic skills and techniques in drawing, painting, and sculpture will be presented while safely using a variety of media. Other techniques such as printmaking, ceramics, illustration, electronic art, graphic design and jewelry will be integrated as student interest and time allows. Students are encouraged to use their imaginations and to draw as a way to better understand their world.

High school art courses will build upon the basic elements and principles of design while scanning art history to learn about the lives of artists, art styles and media techniques. Student artists are encouraged to push their own boundaries of creativity and to develop their work to a higher level. Art students keep sketchbooks, write artist statements and develop portfolios of their work. Continuing skills and techniques in drawing, painting, and sculpture will be presented while safely using an assorted variety of media (pencil, colored pencils, pen and ink, watercolor, tempera, gouache, acrylic, clay, plaster, papermaking, papier-mâché etc.) We will make wearable art, public art and explore color theory, logo design, marketing, and how art materials are made. Other techniques such as printmaking, ceramics, illustration, electronic art, photography, graphic design and jewelry will be integrated as student interest and time allows. We will participate in art shows, learn about galleries, and explore careers in art. Studio projects will build on foundations of individual and cooperative learning, aesthetics, art criticism, art history and studio production. Studio lessons and exercises are designed to develop visual communication skills, student artistic and personal development, critical thinking skills, reflection, evaluation, self expression and self discovery. Art students will examine craftsmanship, utility, politics, culture, narrative and aesthetics in art.



## **BUSINESS AND RELATED FIELDS**

### **Accounting**

This course is primarily designed to be self-directed. It utilizes Glencoe's First Year Accounting course and teaches students the basic principles of accounting including debits, credits, t-accounts, ledgers, journals, and financial statements.

### **Business Computer Applications I**

This is a one semester course designed to acquaint students with the basic principles and terminology associated with the four areas listed below:

- a) Word Processing (using Microsoft Word)
- b) Spreadsheet Applications (using Microsoft Excel)
- c) Multimedia Presentations (using Microsoft PowerPoint)
- d) Computer Systems

### **Business Computer Applications II**

This is a one semester course designed to give student in-depth skills in the following areas:

- a) Desktop Publishing (using Adobe PageMaker and Microsoft Publisher)
- c) Web Development (using Microsoft FrontPage)
- d) Database Applications (using Microsoft Access)

Business Computer Applications I is a required pre-requisite for this course.

### **Career Exploration**

This is a one semester course designed to lead students through self-awareness exercises focusing on identifying student strengths and using these strengths to plan and prepare for a career path most suitable to each student's strengths and personality. Students will perform all of the steps necessary to find, apply, and earn an occupational position.

### **Fundamentals of Computer Programming**

This one semester class will focus on building foundation skills in computer programming. Objectives include developing logical skills necessary to create effective computer programs, creating strongly typed computer source code, using sequential, repetition, and selection structures, and operating in a development environment.

### **Introduction to Multimedia Communications**

This is a one semester course designed to give student in-depth skills in the following areas:

- a) Image Development and Editing (using Adobe Photoshop)
- c) Web Design and Development (using Macromedia DreamWeaver, HTML, and JavaScript)
- d) Computer Animation (using Macromedia Flash)
- e) Digital Video Development (using Windows Movie Maker and Adobe Premiere)

If this course is taken prior to the junior year, Business Computer Applications II is a required pre-requisite.

### **Keyboarding**

The objectives of this course are to acquire minimum skills for personal use and the foundation in techniques for further growth in typing. Students learn to use the computer keyboard which includes letters, figures, symbols, and special service keys. Students will learn to apply skills to typing simple problems, including memorandums, letters, and basic reports. The students will have exposure to personal computers and will be using them to learn some basic word processing skills. Additionally, students will receive a brief overview and introduction to voice recognition as an input technology.

### **Marketing Economics**

This semester course is required for all seniors. It aims to prepare students for the next stages in their lives by giving them understanding of the foundations of economics and personal finance. Specific topics of discussion include economic systems, the U.S. economy, international economics, and personal finance.

### **Multimedia Communications**

This is a tailored capstone class that allows students to further develop one or more of the skills attained in the Introduction to Multimedia Communications course by completing a real project. Examples include the Senior Slide Show, Football Slide Show, or developing a web site for a local business. Introduction to Multimedia Communications is a prerequisite.

### **Sports and Entertainment Marketing**

This one semester marketing course will introduce students to the principles of marketing and promotion while focusing specifically on sports and entertainment marketing. Students will study and create promotional and marketing materials for professional sports franchises, the entertainment industry, and local sports teams.

## **FAMILY AND CONSUMER SCIENCES** **(Not offered for school year 2008-2009)**

### **Young Living (Grade 7-8) 9-18 Weeks**

A course designed to be offered in a format that can be incorporated into an interdisciplinary curriculum. The emphasis of the course will be to develop knowledge and skills in the areas of personal development, careers, clothing, family relationships, personal finance, personal living space, foods and wellness activities.

### **Teen Living (Grades 9-10) One Semester**

The emphasis of this course is to build on the skills in the areas of personal development, relationships, human and family development, clothing, resource management, personal living space, nutrition and wellness career choices and leadership skills. This course focuses on the student's role and responsibility as a teen participating in the family, school and community.

### **Parenting and Child Development (Grades 10-12) One Semester**

This course emphasizes parenting choices and parenting decisions. Content includes pregnancy stages of prenatal development and the physical, intellectual, social, and emotional development of the infant and young child.

This course is designed to strengthen parenting and guidance skills, positive family relationships, safety, and health practices. Students will learn to evaluate child care services and to explore careers related to young children. This course is a prerequisite for Early Childhood Professions and the Education and Human Services Academy.

### **Adult Living (Grades 10-12) One Semester**

The Adult Living curriculum focuses on the young adult as an individual preparing for responsibilities in a home, family and work environment. The student will gain life management skills, utilize problem-solving methods, develop management processes, and practice employability skills.

### **Nutrition and Foods (Grades 10-12)**

This course is designed to address nutrition and personal lifestyle. Content emphasis includes food safety and sanitation, food preparation techniques, meal management skills, consumer skills, etiquette skills, nutrition, health and career options in nutrition and related fields. This course is a pre-requisite for Occupational Food Production/Service.

## **FOREIGN LANGUAGE**

### **French I**

French I is an introductory course designed for all students 9-12. The course content will include basic grammar, sentence construction, and basic vocabulary which will allow students to develop a working knowledge of the French language. Grammar and vocabulary will be used in a conversational manner to further enhance students understanding of the French language. Students will gain sufficient vocabulary and grammar knowledge to carry on simple conversations, present original dialogues, and read and write short pieces. Culture and geography of the French speaking world will also be a focus of this course.

### **French II Prerequisite: Successful completion of French I**

The course content will include review of vocabulary and grammar from French I. Lessons will relate to real life situations and activities to show the need and relevance of the vocabulary and grammar being presented. Students will be expected to engage in conversations using only French with emphasis on pronunciation. Culture, geography, and the art of France and the French speaking world will also be a focus of this course.

# Health

## Jr. High Health

Text: Glencoe Teen *Health*

Through the course of the year the students will learn the positive benefits of good health habits. The students will gain information that will help them to become a health literate person, which includes:

- A critical thinker
- A responsible, productive citizen
- A self-directed learner
- An effective communicator

## Sophomore Health

Text: *Glencoe Health*

The Health & Wellness curriculum is an organized, sequential curriculum for Teaching students the information and skills they need to become health literate maintain and improve health, prevent disease, and reduce health-related risk behaviors. This curriculum helps s students develop skills to protect them from the six categories of risk behaviors identified by The Centers for Disease Control and Prevention:

- Behaviors that result in intentional and unintentional injuries
- Tobacco use
- Alcohol and other drug use
- Sexual behaviors that result in HIV infection, other STDs, and unintended pregnancies
- Dietary patterns that contribute to disease
- Insufficient activity

## **LANGUAGE ARTS**

### **English 7**

The English course is designed to primarily improve reading, writing, and language skills. Basics in speaking, editing, critical thinking, comprehension, research and cooperative learning will also be an integral part of the curriculum. Students will be engaged in thematic literature units involving short stories, poetry, and novels.

### **English 8**

The primary focus of 8th grade English will be in writing, reading and language development. Emphasis in writing will include formal essay writing, research projects, personal narratives, descriptive writing, and creative writing. Students will be using the writing process. Language and grammar points will be covered according to student strengths and weaknesses. Students will study a variety of literatures including novels, drama, short stories and poems.

### **English 9**

Freshman English begins with a focus on writing, preparing students for the state Direct Writing Assessment. Literature includes *Romeo and Juliet* and an introduction to the Shakespearean period. Students read multi-cultural and world literature. Students study vocabulary and usage.

### **English 10**

This class continues to develop students' skills in the language arts including critical viewing of Shakespeare plays and in-depth novel exploration. Essay skills continue to develop as students work on organization and support. Research basics, including use of the library resources, are reinforced.

### **English 11**

Writing skills will be further developed in this course by emphasis on expressing and supporting ideas through essays. Grammar, mechanics, and agreement/usage will be studied as applicable to the writing process. Study of research methods will culminate in a research paper. Development of vocabulary will continue. Emphasis will be placed on a survey of American literature and authors.

### **Theatre Lit.**

Actively studying the theater and scripts, including terminology and practical application, is the emphasis of this theatre literature class.

### **English 12**

In Senior English students practice advanced discussion skills in order to better access challenging world literature of all genres and apply ideas to their own lives. Students will write reflective essays. Students will continue to develop vocabulary and research skills.

**Yearbook**

This class is designed to provide hands-on experience in the skills of writing, designing layouts, proofreading, editing, photography, advertising and budgeting for a publication. Primary teaching tool is the school yearbook. After school time is required.

**Communications**

The course of study includes planning, researching, outlining, writing, and delivering a variety of speeches. Other types of public presentations are also included. Students will study the basic elements of the communication process and various types of communication. Listening skills will be developed and will help determine course grades.

**Fundamental English**

A literacy intervention curriculum promotes reading growth by direct instruction in phonemic awareness, comprehension strategies, spelling, fluency, and writing.

**Reading Instruction:**

This skills-building class is designed to work on the building blocks of reading, such as phonemic awareness, decoding, fluency, vocabulary, and/or comprehension.

**Writing Instruction:**

This skills-building class is designed to work on precision and clarity in writing. Focus can be on skills such as sentence completion, logical thinking, drawing conclusions, attention to detail, spelling strategies, and other basic language skills.

## **MATHEMATICS COURSE DESCRIPTIONS**

\*\*Students are placed in a Math course based on Genesee School District Board of Trustees approved criteria\*\*

### **Math 7**

This course will build a solid foundation in beginning mathematics. The textbook uses an incremental development and consists of many word problems, basic math facts, fractions, working with geometric figures, signed numbers, complex fractions, percent, basic algebra and geometry concepts, working with formulas, slope and other pre-algebra concepts.

Textbook: *Math 8/7* (Saxon)

### **Pre-Algebra**

The first semester of pre-algebra helps the student use the skills learned in previous years to solve various types of problems. Some of these are ratio, percent, complex area, perimeter, and conversions. The second semester is used to begin introducing the student to basic algebra concepts. Some of the topics include order of operation, integer operations and solving equations.

Textbook: *Algebra 1/2*(Saxon)

### **Algebra I**

Algebra is the language through which most of the mathematics is communicated. It is the study of numbers, number systems, and the operations that may be performed in those systems. The Algebra I course develops mathematical understanding by unifying arithmetic facts into algebraic concepts. Some topics include, connections to Algebra, properties of real numbers, solving, writing, and graphing linear equation and function, solving systems of linear equations and inequalities, the study of simple function, and polynomials and factoring.

Textbook: *Algebra I* (McDougal Littell)

### **Geometry**

Prerequisite: Successful completion of Algebra I.

This course will provide experiences that deepen student's understanding of shapes and their properties. Students will work with both two and three-dimensional concepts. A development of the strong connection between algebra and geometry will be emphasized. Topics covered will include parallel lines, triangles, polygons, circles, and solids. Students will interpret drawings; classify figures in terms of congruence and similarity. Students will develop and understanding of an axiomatic system. The use of geometric sketchpad program will be emphasized.

Textbook *Geometry*, (McDougal Littell)

### **Algebra II**

Prerequisite: Successful completion of Algebra I and Geometry with a C or permission of the instructor.

As an extension of Algebra I, increased proficiency of Algebra I concepts and techniques will be enhanced. The material covered consists of Algebra 1 review, matrices, quadratic functions, polynomial functions, powers, roots, radicals, exponential and logarithmic functions, rational functions, conic sections, and sequences and series.

Textbook: *Algebra 2* (McDougal Littell)



### **Statistics**

Prerequisite: Successful completion of one semester of Algebra II.

Statistics is a branch of mathematics that deals with the collection, analysis, interpretation and presentation of numerical data. It focuses on how mathematical data is put to use in the real world. This class is designed for the college bound or non-college bound student who would like to broaden their experience with math. Topics covered include: statistics, graphing samples and populations, probability distributions and analysis of measurements.

Textbook: *Statistics-Eighth Edition* (Prentice Hall)

### **Pre-Calculus**

Prerequisite: Successful completion of Algebra II

Pre-Calculus is designed for the college bound student. The first semester will follow the Math 143 curriculum from the U of I. Class will cover topics in functions, trigonometry, in depth, polar graphing, systems of equations and sequences.

Textbook: *Trigonometry 6<sup>th</sup> Edition*, (Houghton Mifflin)

### **Calculus**

Prerequisite: Successful completion of Pre-calculus.

Calculus is for the student who plans on continuing in math and science at the college level. The purpose of the class is to increase proficiency in the area of mathematics and to cover the theory and application of the concepts of limit, derivative, and integral.

Textbook: *Calculus of a Single Variable-7<sup>th</sup> Edition*, (Houghton Mifflin)

### **Consumer Math (Not offered school year 2008-2009)**

Consumer Math is a course that covers basic economic concepts and the practical aspects of applying them to daily living. It best fits students/seniors that are not necessarily heading right to college after high school. The text covers budgeting, handling money, understanding credit, understanding the economy, making wise choices, shopping for food, clothing, entertainment, health and fitness. It also walks students through the basics of living on their own.

Textbook: *Consumer Economics and Personal Finance*, (Nexttext)

### **Discrete Mathematics**

Prerequisite: Successful completion of Algebra 2 or permission from the instructor.

This course will cover topics from the nontraditional track. The class will deal with topics from some of the following areas: Social Science, Graph theory, Coding, Game theory, Networking, and Non-Euclidean Geometry. This course is designed for students in their junior or senior year.

### **Individual Math (Not offered school year 2008-2009)**

This class is intended for students needing a math credit to graduate or just needing to review learned mathematics skills. The course will include work in Accelerated Math, Plato Pathways Algebra Rescue, Internet SAT/ACT review, and other topics as needed depending on the individual student.

### **Contextual Math**

This course emphasizes the use of math as a tool. Students solve multi-step, contextual exercises covering five occupational and personal areas. (General, Business and Industry, Family Consumerism, Sports and Recreation, and Science) Chapters include: Decimals and Problem Solving, Working with Data, Integers, Solving Equations, Rational Numbers, Ratio, Proportion and Probability, Percent, Graphing on the Coordinate Plane, Introduction to Geometry, Powers and Roots, Measurement, Surface Area, and Volume.

Textbook: *Bridges to Algebra and Geometry-2<sup>nd</sup> Edition*, (Cord Communications)

### **Fundamental Math**

A skills-building class designed to meet the individual needs of students who would benefit from math facts practice and/or instruction in basic math skills or processes.

## **MUSIC**

### **Junior High Band**

Prerequisite: Prior acceptance by teacher. Instrumental playing experience preferred; being musically literate helpful, but having the desire and commitment to their instrument and group is essential.

The emphasis will be a continuation of music fundamentals; i.e., theory, history, developing a quality tone and performing. Grades will be based on objective and subjective criteria, ranging from attitude/behavior to written and performance tests. Attendance to all performances and practicing regularly is expected. (Text: *Book 3 Standard of Excellence*)

### **High School Band**

Prerequisite: Prior acceptance by teacher. Instrumental playing experience preferred; being musically literate helpful, but having the desire and commitment to their instrument and group is essential.

This course is yet another continuation of music fundamentals, but also the point at which students will be trying to master and fine tune their musical skills. Repertoire will be more advanced and the opportunity for performance will be increased. Developing a life-long skill is a major focus on this level. Grading will be based on subjective and objective criteria, stressing attitude, improvement, skill mastery and performance attendance.

### **Junior High Choir**

Prerequisite: None. A good attitude and willingness to learn essential for successful outcomes.

This course is designed to be a training choir, with an introduction to proper singing technique and focus on the fundamentals mentioned above. The class will cover many different musical styles, and the singing technique to portray each style. Grading will be based on participation, attitude/behavior, improvement, written and oral tests, and performing. (Textbook Supplement: *McGraw Hill Choral Connection Level 1 Mixed Voices*)

### **High School Choir**

Prerequisite: Acceptance by teacher, previous singing experience recommended. A commitment to singing and the group is essential.

The course will be a continuation of training choir, with repertoire more physically and aurally challenging. There will be emphasis on acapella singing, as well as continuous work with three and four part harmony. The development of vocal skills will be stressed through proper technique and performance. Singing will be emphasized as a life-long skill. Grading will be based on participation, attitude/behavior and participation, improvement, written and oral tests, and performing.

### **Theatre Music**

Prerequisite: None. Previous drama experience recommended for leading roles.

This course is an introduction to theatre through literal and physical interaction. Fundamentals of theater arts will be discussed to facilitate the production of at least one play at the end of the term. Grading will be based on fundamental test scores, attitude/behavior and participation. Commitment to the group and the script will be essential for a successful production.

## **Physical Education**

### **Junior High Physical Education**

This course introduces basic physical skills that enable the student to coordinate both mind and body efficiently and effectively. Fundamental skills, knowledge of rules, and strategies are stressed in individual, dual, and team sports. Individual sports may include aerobic exercise, dance, track & field and bowling. Dual sports may include pickle ball, and badminton. Team sports may include volleyball, basketball, and softball. Daily participation, proper dress and showering are required.

### **Lifetime Sports**

This course provides the student the opportunity to further develop sport and lifetime skills previously introduced. The student may participate in a variety of lifetime sports such as bowling, golf and outdoor recreation. The sport skill opportunities include badminton, tennis, pickle ball, and softball. Daily participation, proper dress and showering are required.

### **Weight Training**

This course provided the student the opportunity to learn about proper training and conditioning techniques, as well as further develop their personal fitness level. The Bigger, Faster, Stronger curriculum is used which includes strength training, flexibility, ply metrics and cardiovascular conditioning.

### **Fitness**

This course provides the student the opportunity to learn about proper training and conditioning techniques, as well as further develop their personal fitness level. Curriculum will include Fitness gram physical fitness testing, strength training, flexibility, and cardio-vascular conditioning such as aerobics and circuit training.

## **SCIENCE**

### **Life Science 7**

Life Science is an introduction to the biological sciences. Areas studied include: the cell; heredity; the history of life; the diversity of life; ecology; and human biology. Frequent labs illustrate the topics presented.

.Text: *Life Science*, McDougal Littell, 2006

### **Earth Science 8**

Earth Science is the study of our planet (including its oceans, its atmosphere, and its place in the universe) and the changes it undergoes. Major topics of study include: how we study Earth; dynamic characteristics of Earth; composition of Earth; reshaping the crust; history of Earth; oceans; atmospheric forces; and space. Laboratory exercises provide hands on study of the use of topographic maps, measurement and data collection, rocks and minerals, and simulations of events such as stream cutting and dune migration. Laboratory exercises provide hands on experience with the topics presented.

Text: *Earth Science*, McDougal Littell, 2006

### **Physical Science 9**

Physical Science is an introduction to chemistry and physics which are presented in greater detail in eleventh and twelfth grade elective courses. Topics studied include: matter; energy; chemical interactions; motion; force; sound; light; electricity; and magnetism. Pre-algebra and algebra level math is used throughout the year. Lab exercises are chosen to illustrate topics presented and to prepare students for lab work in subsequent science courses.

Text: *Physical Science*, McDougal Littell, 2006

### **Biology 10**

Biology is the scientific study of life. Major topics of study include: cell structure; cell chemistry; the continuity of life (reproduction, development, and genetics); the origin, diversity, and evolution of life; microbiology; anatomy and physiology of plants and animals, and ecology. The laboratory portion of the course is extensive and includes microscope work, in vitro simulations of biochemical reactions, and computer simulations.

Text: *Modern Biology*, Holt, Rinehart, and Winston, 2006

### **Biology II 11&12**

Biology II is an elective course offered to juniors and seniors who wish to continue their study of the life sciences at the college prep level. This course is primarily intended for those students who need a third year of laboratory science for college admission but for whom the heavy emphasis on mathematics in Chemistry and Physics presents a problem. Those planning to prepare for a field such as nursing might consider taking Chemistry in the junior year and Biology II in the senior year instead of Physics. Students wishing to prepare for a science or engineering major should not take Biology II instead of Chemistry and/or Physics, however Biology and Animal Science majors could benefit from taking Biology II in addition to Chemistry and Physics. Biology II is currently designed such that the two semesters are non-sequential.

#### **Biology II-A (Anatomy and Physiology) 11&12**

Human Anatomy and Physiology is a semester long introduction to the structure and function of the human body. Following a short unit on human cells and tissues, the human body is studied system by system. The accompanying lab work includes a college level dissection of a preserved cat. College style "lab practicals" will be used as part of the evaluation of student work in the lab.

Texts: *Modern Biology*, Holt, Rinehart and Winston, 1999

*Essentials of Human Anatomy and Physiology*, Wm C. Brown Publishers, 1995

### **Biology II-B (Human Genetics) 11&12**

Following a short review of classical Mendelian genetics, cell division, and meiosis, the laws of probability as they apply to genetics, population sampling techniques, and molecular genetics will be studied. Lab work consists mainly of a fruit fly breeding experiment that will be conducted over the entire trimester. The lab is designed to illustrate a number of principles of genetics and to introduce the student to some data analysis techniques. An extensive report on the fruit fly lab (similar to a term paper) is required at the end of the trimester. In both class work and the lab, students will be required to perform numerous calculations for which access to a good calculator is highly desirable.

Texts: *Modern Biology*, Holt, Rinehart and Winston, 1999

*Human Genetics*, Wm. C. Brown Publishers, 1994

### **Chemistry 11& 12**

Chemistry is the study of matter and its interactions. Important areas of study are: atomic theory and the structure of the atom; the Periodic Law; chemical bonding; formula and equation writing; the kinetic molecular theory of matter; gas laws; energy relations in chemical change; solutions; acids and bases; redox reaction; and families of elements and their properties. Frequent labs will provide practical and hands on experience with each of the aspects of chemistry studied. The solution of mathematical problems and graphic representation of data are stressed throughout the course and access to a good calculator is essential.

College bound students should be aware that at the University of Idaho, for example, approximately one-half of the majors offered require students to take at least two semesters of college chemistry with lab. Our course is designed to prepare the student to successfully complete first year college chemistry while leading those who will never take another chemistry course to a general understanding of the chemical aspects of the natural world.

Text: *Modern Chemistry*, Holt, Rinehart and Winston, 2006

### **Physics 12\***

Physics is the study of the nature of energy. Topics include: mechanics (kinematics and dynamics); heat; light; electricity; and chemical energy. Frequent labs provide hands on experience in the topics presented. Graphical analysis is stressed in the lab work. Many of the labs employ computers for the collection and analysis of data. Access to a good calculator is essential.

Text: *Holt Physics*, Holt, Rinehart, and Winston, 2006

\*Juniors by special arrangement

## **Social Studies**

### **Civics – Grade 7**

Students will be involved in the study of the American governmental system. The class is divided into six units, which will be presented systematically in order to constantly work towards the larger picture of the U.S. as the democratic model of the world. Students will develop a working background in each of the following areas: (1) understanding the Executive Branch and the role of political parties and understanding the Judicial system and the citizens rights; (2) understanding the principles of a democratic system and how it differs from other governmental and economic systems; (3) understanding the evolution of the U.S. Constitution and its major concepts and principles; (4) understanding how legislation is made and enforced through the three branches of government.

The class will be presented using a wide variety of methods and presentation forms. The emphasis will, at all times, be on the students taking an active role in the learning process. This course is designed to address the skills, abilities, and needs of students at the junior high age. *Civics, Participating in Government*, 2005, Prentice Hall

### **World Geography – Grade 7**

This one semester course is designed to introduce students to political, cultural, and economic geographical concepts of the Western world. Students will gain a better understanding of the factors that influence the world's people. An emphasis will be on country placement and the issues countries face.

*World Geography*, 2003, Glencoe

### **Call to Freedom – Grade 8**

This course will look at U.S. history with its 6 main themes. Each theme will be looked at in an historical sense and a special emphasis will be put on personal history and involvement. The 6 themes are (1) Immigration and settlement; (2) Exploration and discovery; (3) War and conflict; (4) Economics: the good, the bad, and the broke; (5) Internal conflict and revolution; (6) Racial Conflict and unity. Student projects will be a large part of the class.

*Call to Freedom*, 2003, Holt Rinehart Winston

### **World Cultures – Grade 8**

Students will develop and expand their knowledge concerning geographic location, how people live, what they value, how their history affects their lives today and how they as individuals, fit into the scheme of the world. Emphasis will be on the Eastern cultures. Students will examine culture. They will define it; describe how culture determines the goals and needs and avenues of a group. They will be able to readily envision and locate the major geographical sites in the world. Most importantly, by examining what is taking place in a given site at a given time, why this is occurring and what might occur as a result, students will begin to think about their place as a citizen of Idaho, America and the entire world.

Text: *World Cultures and Geography*, McDougall Littell, 2003

### **World History**

This two semester course is designed to give an overview of the beginnings of civilization, the civilizations of the Mediterranean world, the great religions, and the emergence of modern nations and the conflict between them. Direct instruction, study guides, and audiovisual material will be emphasized. Class projects will be required.

*World History: Patterns of Interaction*, 2003, McDougal Littell

### **Current Events**

This elective course is designed to challenge and inform students about current world events and how those events have been affected by historical precedents and how today's events will affect their future. An emphasis on the news and student interest will be strongly considered. There is no text book for this class.

### **American Government**

This course is designed to provide an overview of the American political and economic systems. The areas of emphasis include the foundation of the American system, the Constitution and the rights and responsibilities of citizens, the legislative, executive and judicial branches of the federal government, the electoral process, government involvement in everyday affairs foreign policy, and state and local government operations.

This course will be taught from a comparative perspective to show how our democratic systems operate in comparison to other systems around the world. Integration activities to help students develop a sense of duty and responsibility will be systematically included. Great effort will be expended to make all pieces of this course relevant to everyday life. Newspapers, newsmagazines, and Internet sources will supplement the text in this course.

Text: *American Government*, Great Source/ Houghton Mifflin Co., 2000

### **Psychology:**

This course is designed to introduce students to the terminology and theories of modern psychology as the systematic study of individual human behavior. Students will study the human brain and the basic processes including heredity, stages of life, sensation, perception and memory, all of which underlie all human behaviors. Students will then build upon the basic processes in order to explain the more complex forms of human behavior, including motivation, emotion, language, thinking, problem solving and creativity. Brain dominance, stress and its effects, and the theory of multiple intelligences are also included as well as examination of pertinent research and research methods.

Through various individual and group activities students will search to understand what causes malfunction, or behavioral anthology, and to examine methods used to deal with these malfunctions. Students are encouraged to apply these new understandings to improve and enhance their own mental health.

Text: *Introduction to Psychology*, Thomson Learning Publishers, 2003

### **U.S. History A**

This one-semester history course, designed for juniors in high school, is a comprehensive examination of the history of the United States from the Civil War through World War 1. It covers political, economic, social and cultural aspects of American life, and the changing interpretations and present relevance of the American past.

Text: *American Vision*, Glencoe Publishers, 2003

### **U.S. History B**

This one-semester history course, designed for juniors in high school, is a comprehensive examination of the history of the United States from World War 1 to the present. It covers political, economic, social and cultural aspects of American life, and the changing interpretations and present relevance of the American past.

Text: *American Vision*, Glencoe Publishers, 2003

### **Contemporary World Problems**

Contemporary World Problems is a social studies elective for high school students who have expressed an interest in furthering their understanding of the global community in which they live. The goals of the course are:

1. To encourage the critical examination of society.
2. To promote the ability to think and read critically, and engage in meaningful discussion of issues.
3. To evaluate the various theoretical concepts and major current deviant issues.
4. To appraise the difference between the social construction of social issues and one's subjective perceptions to better utilize objective analysis.
5. To achieve a tolerance for others' opinions, beliefs, and social behaviors.
6. To discriminate between belief systems and empirical evidence.
7. To recognize forces which prompt or delay change in given social institutions.
8. To achieve a better understanding of one's self in relation to society and one's own participation thereof.
9. To conclude reasonable ways to socially alter the perceived problems and deviances.
10. To learn to think critically, and to draw clear, intelligent, rational conclusions.

### **Contemporary United States Issues/Contemporary World Issues**

This elective course is designed to challenge and inform students regarding current U.S. and World events, and to examine how these events have been affected by historical precedents. Students will also examine how these events will affect their future lives, and how students develop a 21<sup>st</sup> Century view of America as part of the global community. There is no textbook for this class, but newspapers, the Internet news sources and news magazines will serve as the main resources.

### **Social Movements Through Music**

The purpose of this course is to analyze the ways in which music influenced many of the social movements that occurred during the 20<sup>th</sup> century. Students will understand the major movements, such as women's rights, civil rights, anti-war, among others, and understand the role music plays in expressing the views of those movements. Through a wide range of mediums students will understand and appreciate the role music played in these movements and how these movements influenced the music. *Textbook: David P. Szatmary, "Rockin' in Time: A Social History of Rock and Roll" 6th ed. 2007*



### **TEACHERS ASSISTANT/OFFICE AIDE**

Prerequisites: Permission from supervising teacher, administration, and counselor. Open to 12<sup>th</sup> graders. Student must complete an application with all required signatures before administration considers placement.

Students will assist the teacher or supervisor in the library, classroom, office, or shop. They may be assigned to help other students, distribute materials, assist teachers with bulletin boards, copy and prepare materials and perform other duties as assigned. Students earn one credit per semester. The class is graded Pass/Fail.

### **WORK EXPERIENCE**

Prerequisite: Permission from administration and counselor. Open to 12<sup>th</sup> graders.

Work experience is available to seniors who desire to gain experience in a job that relates to their career goals. Students will be released from school a maximum of two periods per school day. Experience coordinator and the employer will share in the supervision of the student-employee. Students are responsible for getting their own employment with an employer willing to participate in the program. The employer will evaluate the student once per semester and the evaluation will be sent to experience coordinator before a grade of pass or fail is given the student.

### **INDEPENDENT STUDIES/DIRECTED STUDIES**

Prerequisite: Permission from supervising teacher, administration, and counselor. Open to 12<sup>th</sup> graders.

Student must complete an application with all required signatures before administration considers placement.

Students will study topics of interest. Curriculum will be developed by supervising teacher with goals, objectives, direct learning activities, and assessments. Other options may include correspondence studies, internet classes, etc. from accredited educational organizations.