

# **Barr-Reeve High School**



**2017-2018  
Course Description  
Handbook**

## **PURPOSE**

The purpose of this handbook is to provide students and their parents with the general information needed to plan a high school/yearly course of study. We have attempted to make this handbook as comprehensive as possible. We realize that each student's needs are unique and separate. We therefore encourage each student to work closely with his/her parents and Mrs. Sward when making decisions concerning his/her choice of a course of study at Barr-Reeve High School.

If there are questions and/or concerns, please contact Mr. Doyle, Principal, or Mrs. Sward, School Counselor.

## **NON-DISCRIMINATION CLAUSE**

It is the policy of the Barr-Reeve Community Schools to comply with the Indiana Civil Rights Act I.C. 229.1, Title VI and Title VII of the Civil Rights Act of 1964, the Equal Pay Act of 1973, Title IX (1972 Education Amendment), Section 504 of the Rehabilitation Act of 1973, The Americans with Disabilities Act of 1992, the Family Medical Leave Act of 1993, and other applicable state and federal statutes.

The Barr-Reeve Community Schools further assures that it will not discriminate against any person on the basis of race, color, religion, sex, national origin, age, or disability, nor will anyone be denied the benefits of, or otherwise be subjected to discrimination in admission or access to, or treatment or employment in the conduct of its educational programs and activities and the operation of facilities.

## **GENERAL INFORMATION**

The following is general information that each student must be aware of before he/she begins selecting curriculum choices at Barr-Reeve High School.

1. Students are required to carry seven (7) subjects (unless approved through guidance and Principal's office).
2. Freshman students wishing to enroll in advanced courses must have a junior high academic record (Grades, teacher and counselor recommendation), which demonstrates that the student will have success in such course work.

## **ADD/DROP POLICY**

Each year in the spring many hours are spent with students to help them plan their schedules for the next school year. Our students determine by their class selections how many sections are needed for each course, and in some cases, which electives will be taught. Staffing for the coming year is determined by the number of course sections needed to meet the needs of our students. Scheduling is a fundamental step in the educational process and is taken very seriously by all those staff members involved. It is hoped that students and their parents will approach scheduling for the coming school year with the same seriousness of purpose.

The add/drop policy for Barr-Reeve High School is as follows:

1. Once a proposed schedule is turned in to the guidance office, no changes may be made until after the scheduling process is completed.
2. During the summer, no changes may be made except in one case. If a required class was failed during the second semester, it may be added and the schedule changed accordingly.
3. At the beginning of the school year, no schedule will be changed except in rare cases. For example, if a student must add a course for college admission, the schedule may be changed if there is class space available.
4. Between terms only two types of changes will be possible, those generated by a teacher and those for students who have failed a course required for graduation.
5. In any case, no change will be made after the **fifth** day of the term.
6. To actually add or drop a class, students will use the following procedure:
  1. The students must obtain and complete an add/drop form from Mrs. Sward.
  2. The student must take the form home to get a written signature from his/her parent/guardian.
  3. The student must take the add/drop form to Mrs. Sward first and then to the teachers involved for their signature.

When the above procedure has been completed the student will then be allowed to make the requested changes. Mr. Doyle must approve any exception to the above procedure in advance.

As students are scheduled, Barr-Reeve High School is making a commitment to its student body to provide the best education possible. It is also felt that the student body must in turn be committed to following through with course selections. While some schedule changes are necessary, given the amount of time needed to successfully schedule our students, large numbers of changes are not possible or feasible.

### **NCAA DIVISION I AND II ELIGIBILITY**

To be eligible to participate in Division I or II athletics at the college level, students must be certified by the NCAA Clearinghouse. In addition to meeting graduation requirements for the state of Indiana, students wishing to participate in athletics at a Div. I or II school must also meet NCAA requirements. To reference these requirements, students and parents may access <http://eligibilitycenter.org>. The additional NCAA requirements include certain course requirements, but also GPA and SAT/ACT test score requirements. In addition to meeting NCAA requirements, interested students must also register with the NCAA clearinghouse to be deemed eligible. Students typically do this at the end of their junior year of high school. Students must register and pay the registration fee online at the website listed above. It is important that students notify Mrs. Sward as soon as possible of their desire to participate in Division I and/or II athletics to ensure proper course selection.

### **PERMANENT RECORDS & TRANSCRIPTS**

Each student has a permanent record which contains a record of the grades and test scores for the entire thirteen years of school. The permanent record is checked carefully for graduation requirements and is considered highly confidential. The permanent record is a valuable tool in guiding and counseling the student. A high school transcript usually accompanies each college application.

Transcripts needed for transfer, military use, scholarship consideration, college applications, social security, or prospective employer information may be requested from the guidance office. Students who graduated in 2004 or after, may request their transcript be sent to any college or university nationwide electronically at [www.parchment.com](http://www.parchment.com). Students, who graduated prior to 2004, please visit Barr-Reeve's Guidance homepage at [www.barr.k12.in.us](http://www.barr.k12.in.us) and download the transcript request form under 'Forms & Presentations'. This form may be mailed or faxed to Barr-Reeve High School, c/o School Counselor, 627 N. Third Street, Montgomery, IN 47558 or FAX (812) 486-2829. It is imperative that we have your full name (maiden name, if applicable), date of birth, date of graduation, and address to where you would like your transcript sent.

For students needing a transcript documenting dual credit earned in high school, they must contact the university/institution from which the college credit was earned. For Oakland City University transcripts, please call 812-749-1238 or 812-749-1237 or visit [www.oak.edu](http://www.oak.edu). Click on the green tab 'Academics'...click on 'Request Transcript'. Please remember students can earn dual credit through any Twin Rivers program or Intro to Engineering Design class. These credits are typically earned through Vincennes University or Ivy Tech. Check with your instructor if you have questions about your dual credit.

### **STATE MANDATED GRADUATION EXAMINATION (ECAs) REQUIREMENTS**

There are now three ways to meet Indiana's Graduation Examination Requirements:

- 1. Pass the End-of-Course-Assessment for BOTH Algebra 1 and English 10 (Class of 2018 ONLY) OR the Grade 10 ISTEP+ in English/Language Arts and Mathematics (Class of 2019 & beyond)**
- 2. Fulfill the requirements of the Evidence-Based Waiver:**
  - Take the graduation exam in each subject area in which you did not achieve a passing score at least one time every school year after the school year in which you first took the exam.
  - Complete any extra help sessions offered each year by school to prepare for the graduation exam retests.
  - Maintain a school attendance rate of 95% or better over the course of your high school experience (excused absences are not counted against your attendance rate).
  - Have a "C" average, over the course of your high school career, in the courses required for graduation. For a complete list of these required courses, see Mrs. Sward.
  - Satisfy any other state and local graduation requirements.
  - Get a written recommendation from the teacher(s) in the subject area(s) not passed, as well as one from the school principal, and show proof that the academic standards have been met, whether through other tests or classroom work.

\*Note: Students with an IEP are not required to meet additional local requirements beyond state requirements (effective 2016).

- 3. Fulfill the requirements of the Work Readiness Waiver:**
  - Take the graduation exam in each subject area in which you did not achieve a passing score at least one time every school year after the school year in which you first took the exam.
  - Complete any extra help sessions offered each year by the school to prepare for the graduation exam retests.
  - Maintain a school attendance rate of 95% or better over the course of your high school experience (excused absences are not counted against your attendance rate).

- Have a “C” average, over the course of your high school career, in the courses required for graduation. For a complete list of these required courses, see Mrs. Sward.
- Satisfy any other state and local graduation requirements.
- Complete the following:
  - o Course and credit requirements for a General Diploma (including the career academic sequence);
  - o Workforce readiness assessment; and
  - o At least one industry certification from the state board’s approved industry certification list. You can see the list at <http://www.doe.in.gov/ccr/indianas-diploma-requirements>

\*Note: Students with an IEP are not required to meet additional local requirements beyond state requirements (effective 2016).

### **COMMENCEMENT CEREMONY**

The school corporation encourages all students who have met all state and local requirements for receiving a diploma to participate in graduation ceremonies. Students who have met all requirements but have not passed the Graduation Examination or qualified for a waiver will be given a certificate and will be allowed to participate in graduation ceremonies. **(Students falling short on credit(s) (up to two) may take part in commencement exercises if they have made arrangements to earn that credit over the summer.)**

### **GRADUATION REQUIREMENTS**

Barr-Reeve High School of the Barr-Reeve Community School Corporation will offer four diploma tracts. They are the Core 40 Diploma, the Core 40 with Technical Honors Diploma, the Core 40 with Academic Honors Diploma, and the General Diploma. To graduate with a general diploma, students must go through an ‘opt-out’ process. (Please see Mrs. Sward for opt-out information.) To find a listing of requirements for each specific diploma, go to our school website at [www.barr.k12.in.us](http://www.barr.k12.in.us). Click on Middle/High School, then Guidance, Academic Information.

### **WEIGHTED CLASSES**

Barr-Reeve will have weighted classes in chosen areas of study. Classes will be college preparatory and academically challenging in nature. Grade points and semester grades will be figured in the following manner. The point value given to a specific letter grade will be 1 point higher for weighted classes. (For example, an A is worth 5.0 instead of a 4.0) Each 9 weeks grade will count 40% toward the semester grade and the semester final exam will count 20% of the semester grade.

Classes that will be weighted for the 2017-2018 academic year include:

- English 11 Honors
- English 12 Honors
- Algebra II Honors
- Geometry Honors
- Pre-Calculus
- AP Calculus AB
- Anatomy & Physiology
- Chemistry II
- Physics
- Psychology/Sociology (Class of 2018 ONLY)
- CEO - (Class of 2018 ONLY)

### **DUAL CREDIT CLASSES**

Dual credit will be offered in the following classes for 2017-2018:

- English 11 Honors
- English 12 Honors
- Pre-Calculus
- AP Calculus AB
- Psychology
- U.S. History
- U.S. Government
- Introduction to Engineering Design (Ivy Tech)

College credit will be through Oakland City University unless noted otherwise. Eligibility requirements must be met as set forth by Oakland City University. Additional information about dual credit can be obtained from the high school guidance office.

### **COURSE DESCRIPTIONS**

The following pages contain a description of each course taught at Barr-Reeve High School. Each description gives the specifics of the course, the unique aspects of it, class capacity, and any prerequisites for enrollment.

They are listed by the following departments:

Business, Marketing, Information Technology, and Entrepreneurship Education  
Career and Technical Education  
Engineering and Technology Education  
English/Language Arts  
Fine Arts  
Health and Physical Education  
Mathematics  
Science  
Social Studies  
World Language  
Twin Rivers Vocational Area

### **BUSINESS, MARKETING, INFORMATION TECHNOLOGY, AND ENTREPRENEURSHIP**

#### **PREPARING FOR COLLEGE AND CAREERS** - Semester (1 credit) - Grades 9-12

Counts as a Directed Elective or Elective for all diplomas.

Preparing for College and Careers addresses the knowledge, skills, and behaviors all students need to be prepared for success in college, career, and life. The focus of the course is the impact of today's choices on tomorrow's possibilities. Topics to be addressed include twenty-first century life and career skills; higher order thinking, communication, leadership, and management processes; exploration of personal aptitudes, interests, values, and goals; examining multiple life roles and responsibilities as individuals and family members; planning and building employability skills; transferring school skills to life and work; and managing personal resources. Students will have the opportunity to do two Career Interviews during the semester.

#### **'CEO CLASS' OR ENTREPRENEURSHIP AND NEW VENTURES** – Year (4 credits) – Grades 11 or 12

##### **Weighted for Class of 2018 ONLY**

Counts as a Directed Elective or Elective for all diplomas.

Entrepreneurship and New Ventures introduces entrepreneurship, and develop skills and tools critical for starting and succeeding in a new venture. The entrepreneurial process of opportunity recognition, innovation, value proposition, competitive advantage, venture concept, feasibility analysis, and “go to” market strategies will be explored through mini case studies of successful and unsuccessful entrepreneurial start-ups. Additionally, topics of government and legal restrictions, intellectual property, franchising location, basic business accounting, raising startup funding, sales and revenue forecasting and business plan development will be presented through extensive use of word processing, spreadsheet and presentation software.

#### **SPORTS AND ENTERTAINMENT MARKETING** – Year (2 credits) – Grades 10-12

Counts as a Directed Elective or Elective for all diplomas.

Sports and Entertainment Marketing is a specialized marketing course that develops student understanding of the sport/event industries, their economic impact, and products; distribution systems and strategies; pricing considerations; product/service management, and promotion. Students acquire an understanding and appreciation for planning. Throughout the course, students are presented problem-solving situations for which they must apply academic and critical-thinking skills. Participation in cooperative education is an optional instructional method, giving students the opportunity to apply newly acquired marketing skills in the workplace.

## **CTE: WORK BASED LEARNING**

### **WORK BASED LEARNING – INTERNSHIP** Year (4 Credits) Grade 12

Counts as a Directed Elective or Elective for all diplomas.

Professional Career Internship provides seniors the opportunity to pursue career exposure and develop workplace skills. Student interns will work with professionals in a career area of interest. Sponsoring businesses and institutions mentor student interns. Students spend up to two periods each school day at the intern site. Their job-site mentors and the program coordinator will evaluate students. Acceptance into the program is dependent on a successful application process.

### **WORK BASED LEARNING - CADET TEACHING** Year (2 Credits) Grades 11/12

Counts as a Directed Elective or Elective for all diplomas.

Cadet Teaching experience provides juniors and seniors with an organized exploratory teaching experience in grades K through 9. Study topics and background reading provides the cadets with information concerning the teaching profession. Evaluation is based on the cadet teacher's cooperation, day-to-day practical performance, and class work including the cadet's potential ability to teach. Acceptance into the program is dependent on a successful application process.

## **ENGINEERING AND TECHNOLOGY EDUCATION**

### **INTRODUCTION TO MANUFACTURING** – Year (2 credits) – Grades 9-12

Counts as a Directed Elective or Elective for all diplomas.

Introduction to Manufacturing is a course that specializes in how people use modern manufacturing systems with an introduction to manufacturing technology and its relationship to society, individuals, and the environment. An understanding of manufacturing provides a background toward developing engineering & technological literacy. This understanding is developed through the study of the two major technologies, material processing and management technology, used by all manufacturing enterprises. Students will apply the skills and knowledge of using modern manufacturing processes to obtain resources and change them into industrial materials, industrial products and consumer products. Students will investigate the properties of engineered materials such as: metallics; polymers; ceramics; and composites. After gaining a working knowledge of these materials, students will study six major types of material processes: casting and molding; forming; separating; conditioning; finishing; and assembling.

### **INTRODUCTION TO ENGINEERING DESIGN (IED)** – Year (2 Credits) Grades 9-12

Counts as a Directed Elective or Elective for all diplomas.

Dual Credit is offered in this course.

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

## **ENGLISH/LANGUAGE ARTS**

### **ENGLISH 9** - Year (2 credits)

Fulfills an English/Language Arts requirement for all diplomas.

Through the integrated study of language, literature, writing, and oral communication, English 9 students further develop their use of language as a tool for learning and thinking and as a source of pleasure. Students practice identifying, analyzing, and composing with different elements, structures, and genres of written language. *Literature* instruction focuses on opportunities to read and comprehend a broad variety of literature applying appropriate reading strategies to enhance reading skills and literary appreciation which includes the ability to (1) identify and analyze the elements of story structure, (2) utilize literature and expository material related to the world of work and technical documents, (3) identify literature by genre, (4) identify the author's purpose and perspective, (5)

recognize bias and propaganda, and (6) identify and analyze elements of drama and develop vocabulary through (1) decoding, (2) the use of Greek and Latin roots, (3) literary terms and the use of glossaries, (4) contextual clues, and (5) independent reading.

The *Composition* component of language arts requires students to write for various audiences and purposes while strengthening skills in paragraph and multi-paragraph writing. These include (1) having a hierarchy of ideas such as thesis, supporting points, and specific examples; (2) the understanding of the paragraph as a formal structure with a topic sentence; and (3) the understanding that composition (regardless of type) is an organized message from an author to a specific, identified audience.

Using technology, students receive instruction and practice in the writing process. This process includes (1) prewriting, including summarizing, analyzing, and evaluating research; defining a problem or question; and outlining; (2) drafting; (3) revising, which includes obtaining, evaluating, and using feedback to rewrite the substance of the document; (4) editing, which includes attending to issues of spelling, grammar, punctuation, and style using a style manual, such as that of the Modern Language Association (MLA), Chicago Manual of Style, or American Psychological Association (APA); and (5) publishing, which includes overall presentation, stylistic consistency, and electronic production.

In addition, students should be responsible for taking personal time for both instructional and recreational reading.

Composition also provides opportunities to create multiple types of writing, including expository essays of persuasion and literary analysis.

*Oral communication* (speech) emphasizes effective listening and speaking techniques and provides opportunities for students to integrate other reading and language arts skills as they learn to express ideas verbally. Oral communication should incorporate correct grammar, usage, vocabulary, reading, and composition skills. Student expectations emphasize both making presentations and being critical participants and listeners.

#### **ENGLISH 10** - Year (2 credits)

Fulfills an English/Language Arts requirement for all diplomas.

Language arts instruction, as with math and other disciplines, is cumulative. Thus, English 10 reinforces and continues to make full use of many of the activities and skills of English 9. Beyond these, English 10 adds the following emphasis: (1) consideration of a given canon of literature, usually American Literature and (2) increased focus on the self-conscious choice of comprehension and writing strategies. Literature instruction focuses on opportunities to respond critically, reflectively, and imaginatively to American Literature and European works; includes classic and contemporary works and recognizes the relevance of this literature in today's world; practice distinguishing among the different types of contents and purposes language can hold; for example, logic, opinion, ideology, point-of-view, and suggestions. Moreover, students practice using language for different, sophisticated purposes, including (1) identifying and forming conclusions; (2) recognizing and using persuasive devices; (3) judging an author's purpose, perspective, and expertise; and (4) reading and interpreting public documents, instructions, and symbols; and develop vocabulary through (1) decoding, (2) the use of Greek and Latin roots, (3) literary terms and the use of glossaries, (4) contextual clues, and (5) independent reading.

In addition, students should be responsible for taking personal time for both instructional and recreational reading.

The *Composition* component of language arts provides students with opportunities to write for various audiences and purposes. Students identify and employ various elements of good writing in well-organized descriptive expository and narrative writings. These elements include (1) stating and supporting a point of view or opinion, (2) using transitions effectively to relate individual points and paragraphs to each other and to the main idea, (3) creating expository essays of persuasion and literary analysis, and (4) completing technical writing assignments.

Students use the basic modes of oral and written expression through the development of effective descriptive and narrative procedures, including focus and logical organization of ideas. As a part of the writing process, students (1) apply and use specialized reading skills in the content areas; (2) listen attentively and critically for different purposes and take appropriate notes; (3) interpret research by summarizing, analyzing, evaluating, and making decisions individually as well as in groups, (4) utilize rating scales and checklists for personal assessment; and (5) use a variety of technological tools in the learning process.

The formal study of grammar, usage, spelling, and language mechanics is integrated into the study of writing. Using technology, students receive instruction and practice in the writing process, including prewriting, drafting, revising, editing, and publishing. Students are encouraged to use one of the manuals of style such as Modern Language Association (MLA), American Psychological Association (APA), or the Chicago Manual of Style (CMS).

*Oral Communication* (speech) provides students with opportunities to develop greater facility with choosing and employing different elements of effective oral communication. Student expectations include (1) using effective delivery techniques; (2) communicating responsibly, critically, and confidently on specialized topics when speaking in public; (3) creating and using technological devices in oral presentations; (4) using transitional devices effectively and using the proper style of delivery; (5) using proper social etiquette; and (6) demonstrating the various types of speeches and developing an effective personal delivery style.

### **ENGLISH 11** - Year (2 credits)

Fulfills an English/Language Arts requirement for all diplomas. (Academic Honors students should enroll in English 11 Honors.)

Through the integrated study of language, literature, composition, and oral communication, English 11 students further develop their use of language as a tool for learning and thinking and as a source of pleasure. In English 11, students move from predominantly analyzing and using the elements of written language to making judgments based on those analyses. English 11 also incorporates a literary canon, much of which is from a culture or time period different from that of the students - usually a survey of American Literature from different periods. Literature instruction focuses on opportunities to:

Develop criteria for judging and analyzing literary works, speeches, essays and poetry. Select appropriate reading skills and strategies to: (1) distinguish elements in literature that make it a reflection of the social, economic, political thinking, or condition of the times; (2) analyze literature as it reflects divergent points of view; and (3) identify how contemporary writing reflects past tradition and movements. Respond critically, reflectively, and imaginatively to American Literature, including major authors from the Puritan Era, Age of Reason, the Romantic Period, the Civil War Era, the Twenties, Modern Black Literature, the Forties, the Fifties, and Modern Drama, and recognize the relevance of this literature in today's world and

Develop vocabulary through: (1) decoding, (2) the use of Greek and Latin roots, (3) literary terms and the use of glossaries, (4) contextual clues, (5) recognizing analogies, and (6) independent reading.

*The Composition* component of language arts provides students with opportunities to produce a variety of forms including persuasive writing, synthesis and analysis of information from a variety of sources, completing complex forms, describing procedures, giving directions, and using graphic forms to support a thesis.

Thus, composition in Grade 11 continues to refine students' abilities to articulate sophisticated ideas in an organized manner. Increased sensitivity to context-audiences, purposes, and other environmental considerations-helps students better communicate their thoughts. In addition, students develop greater facility with the back-and-forth movement between analysis and synthesis. That is, students analyze sources with increasing attention to detail while they synthesize or compose written texts, using these analyses in accordance with a given purpose such as persuasion, exposition, descriptions, and so forth.

The formal study of grammar, usage, spelling, and language mechanics is integrated into the study of writing. Using technology, students receive instruction and practice in the writing process including prewriting, drafting, revising, editing, and publishing. Students are encouraged to use Modern Language Association (MLA) as their primary style.

### **ENGLISH 12** - Year (2 credits)

Fulfills an English/Language Arts requirement for all diplomas. (Academic Honors students should enroll in English 12 Honors.)

Grade 12 English continues to refine student's ability and desire to learn and communicate about language and literature. While students developed judgments informed by keen literary analysis in Grades 9-11, in Grade 12 they practice explaining and defending their readings to others. In addition, the emphasis on different cultural contexts is intensified in a focus on world literature. To negotiate these texts, students learn to identify and communicate about the broad themes, trends, and cultural issues present in world literature. Literature instruction focuses on opportunities to:

Apply appropriate reading skills and strategies to make and defend judgments about written quality and content of literary works, written and technologically generated material, literary genres, conventions, and story structure; Respond critically, reflectively, and imaginatively to the literature of outstanding world writers; become acquainted with cultures of other countries; study themes that

relate to mankind and outstanding world writers; and analyze literature as it reflects a divergent point of view in all literary periods; and Develop vocabulary through: (1) decoding, (2) the use of Greek and Latin roots, (3) literary terms and the use of glossaries, (4) contextual clues, (5) recognizing analogies, and (6) independent reading.

The *Composition* component of English 12 continues to provide students with opportunities to hone their writing. Writing at this stage has: (1) a clearly identified audience, (2) a well-articulated purpose and thesis, and (3) a structured body that fulfills its stated purpose and (4) supports its thesis in a way accessible to its audience. Writing at this stage is also well informed by careful research and intelligent analysis.

Using technology, students are able to produce polished final documents. Polished writing requires following through with all phases of the writing process (prewriting, drafting, revising, editing, and publishing), at which all students should be proficient. All writing should meet the four criteria outlines above and have been through all stages of the process just described, including persuasive writing, synthesis and analysis of information from a variety of sources, and reflective essays.

Students are also able to complete complex forms, describe procedures, give directions, and use graphic forms to support a thesis. The formal study of grammar, usage, spelling, and language mechanics is integrated into the study of writing. Students are encouraged to use one of the manuals of style such as Modern Language Association (MLA), American Psychological Association (APA), or the Chicago Manual of Style (CMS).

**ENGLISH 11 HONORS/ENG 101 OCU “Comp I”** – Semester (1 Credit) Grade 11

(Prior Approval needed = replaces English 11) (**Weighted Class**)

Dual Credit is offered in this course.

A Core 40 and Academic Honors Diploma course with competencies defined.

English Composition I is designed to help students develop their ability to think, organize, and express their ideas clearly and objectively. Course units are arranged by the instructor to facilitate student success and to meet the course goals. Emphasis is placed on the various forms of expository writing such as process, description, narration, comparison, analysis, persuasion, and argumentation. Numerous in-class writing assignments are required in addition to extended essays written outside of class. The MLA rules apply to all documented writing.

This course includes the following general education skills:

- Reading
- Writing
- Critical Thinking/Problem Solving
- Computer Skills
- Library and Research Skills

**ENGLISH 11 HONORS/ENG 215 OCU “Intro to American Literature”** - Semester (1 Credit) Grade 11

(Prior Approval needed = replaces English 11) (**Weighted Class**)

Dual Credit is offered in this course.

A Core 40 and Academic Honors Diploma course with competencies defined.

This course is a survey of American literature and literary history from the earliest literatures to modern times. The course emphasizes the changing literary trends and themes these works represent as well as their historical, cultural, and political context. Students will be introduced to the authors, works, and the distinguishing elements of three basic literary genres: short story, drama, and poetry.

**ENGLISH 12 HONORS/ENG 102 OCU “Comp II”** – Semester (1 Credit) Grade 12

(Prior Approval needed = replaces English 12) (**Weighted Class**)

Dual Credit is offered in this course.

A Core 40 and Academic Honors Diploma course with competencies defined.

This course focuses on literary analysis and the research process. Students will practice writing literary essays after reading a variety of literature including poems, short stories, a play, and a novel. Students will also study the research process and will write literary, informative, and persuasive papers. Students will practice writing in both MLA and APA styles this semester, as directed by the instructor for each assignment. Students will use Chrome Books and will not only turn in printed work, but will also share many of their assignments electronically with the professor (using Google docs).

**ENGLISH 12 HONORS**– Semester (1 Credit) Grade 12  
(Prior Approval needed = replaces English 12)(**Weighted Class**)

A Core 40 and Academic Honors Diploma course with competencies defined.

This course is designed to help students become practiced public speakers who are comfortable in front of an audience. Students will learn the fundamentals of preparing, writing, and delivering effective speeches. Students will deliver a variety of speeches, both informal and formal. Students will also practice analyzing famous speeches that effectively employ rhetorical devices.

### **FINE ARTS**

**HS ART**– Year (2 Credits) Grades 9-12  
A Core 40 and Academic Honors Diploma Course

Students taking art class will work in two-dimensional and three-dimensional art throughout the school year. The nature of this course allows students to experience a variety of different media, which will allow them to develop portfolio quality works of art.

Students will be provided learning experiences in visual art which allow them to:

1. Value the arts.
2. Become confident in one's artistic abilities.
3. Communicate in and through the arts.
4. Develop one's artistic skills.
5. Become creative problem solvers.
6. Exhibit knowledge of the historical and cultural backdrop of the arts.
7. Exhibit the ability to critique the arts.
8. Exhibit the development of aesthetic awareness in the arts.

The goal of the fine arts curriculum is to enable students to be proficient creators.

**PHOTOGRAPHY** – Year (2 Credits) Grades 10-12  
Pre-Requisite: at least 1 Year of Art  
Counts as a Directed Elective or Elective for all diplomas.  
Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

(Digital/Still Photography)  
Student must possess or have their own digital camera.

**BEGINNING CONCERT BAND** – Year (2 credits) Grades 9-12 This is a year-long course.  
Counts as a Directed Elective or Elective for all diplomas.  
Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

The Barr-Reeve High School concert band meets five days a week. The band consists of students in grades 9-12. Students do not have to audition for this class.

Literature is discussed when beginning a new piece so that students will learn about the composer, time period, and type of music that they are playing. Technology will be used to utilize listening skills and music composition.

Students are required to attend all scheduled performances, which include 3-4 concerts per year, ISSMA Concert Band Contest or IMEA Non-Competitive Festival, all varsity boys' basketball games, IU and/or PU Band Day, Pep Band Competition, and Festival of Bands (Fall Semester). Each student in band must perform Star Spangled Banner with an ensemble. These are performed at girls' home basketball and volleyball games. This allows each student to perform with an ensemble. While in high school, band students will have the opportunity to attend the Florida Band Trip and/or Chicago Band Trip where they will perform as well as do a lot of sightseeing.

Other opportunities include: participation in ISSMA Solo and Ensemble Contests, IMEA All-Region Honor Band, IMEA All-District Band, IMEA All-State Band, IMEA All-State Orchestra, IBA All-State Band, Dr. Tim Lautzenheiser Leadership Workshop, attendance of live performances, community performances.

Students are evaluated on participation in class, playing quizzes and tests, written quizzed and tests, projects, performance attendance, and assignments. Instruction is given regarding form, rhythm, harmony, tempo, dynamics, style, expression, and sight-reading. Students are expected to play at their highest caliber.

**ADVANCED CONCERT BAND**- Year (2 credits) Grades 10-12 This is a year-long course.  
Counts as a Directed Elective or Elective for all diplomas.  
Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

The Barr-Reeve High School concert band meets five days a week. The band consists of students in grades 9-12. Students do not have to audition for this class.

Advanced concert band students are involved daily in developing tone production, technique, intonation, music reading skills, and listening skills. Literature is discussed when beginning a new piece so that students will learn about the composer, time period, and type of music that they are playing. Technology will be used to utilize listening skills and music composition.

Students are required to attend all scheduled performances, which include 3-4 concerts per year, ISSMA Concert Band Contest or IMEA Non-Competitive Festival, all varsity boys' basketball games, IU and/or PU Band Day, Pep Band Competition, and Festival of Bands (Fall Semester). Each student in band must perform Star Spangled Banner with an ensemble. These are performed at girls' home basketball and volleyball games. This allows each student to perform with an ensemble. While in high school, band students will have the opportunity to attend the Florida Band Trip and/or Chicago Band Trip where they will perform as well as do a lot of sightseeing.

Other opportunities include: participation in ISSMA Solo and Ensemble Contests, IMEA All-Region Honor Band, IMEA All-District Band, IMEA All-State Band, IMEA All-State Orchestra, IBA All-State Band, Dr. Tim Lautzenheiser Leadership Workshop, attendance of live performances, community performances.

Students are evaluated on participation in class, playing quizzes and tests, written quizzed and tests, projects, performance attendance, and assignments. Instruction is given regarding form, rhythm, harmony, tempo, dynamics, style, expression, and sight-reading. Students are expected to play at their highest caliber.

**BEGINNING CHORUS** – Year (2 credits) – Grade 9-12  
Counts as a Directed Elective or Elective for all diplomas.  
Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

The Barr-Reeve High School Chorus meets five days a week and consists of students in grades 9-12.

Chorus students are actively involved daily in developing and expressing musical skills and knowledge through hands-on experiences such as, learning correct posture, working on proper breathing techniques, vocal exercises, developing listening skills and intonation, conducting patterns, and practicing rhythmic and sight-reading exercises.

Students learn and perform a wide variety of choral literature throughout the school year. Instruction is given regarding the composers, form, rhythms, harmony, tempo, dynamics, style, expression, and background of the music.

Throughout the school year, students are given several performance opportunities both during the school day and for after-school public performances. Most of these are required performances that factor into their grade. Some performances are voluntary.

**Required performances include:** Southwestern Indiana Choral Festival, Christmas Concert, Spring Concert, Graduation, and at least six (6) performances of the National Anthem with an ensemble at volleyball and/or basketball games. Additional required performances may be added at the discretion of the choral director.

**Voluntary opportunities include:** Participation in ISSMA Solo and Ensemble Contest, additional performances at volleyball and basketball games, performances at area churches and for other community organizations, annual field trip to Beef and Board Dinner Theatre.

Students are given the opportunity to experience live performances by professionals and by other high school and/or college choral groups when the opportunity is available.

Students are evaluated on participation, attitude, and behavior in class and during performances, performance attendance, unexcused absences and/or tardies, classroom worksheets, written quizzes and tests, and singing tests. Bonus points may also be earned by singing at voluntary events.

**ADVANCED CHORUS** - Year. (2 credits) - Grades 10-12  
Counts as a Directed Elective or Elective for all diplomas.  
Fulfills a Fine Arts requirement for the Core 40 Academic Honors Diploma

The Barr-Reeve High School Advanced Chorus meets five days a week and consists of students in grades 9-12. Students audition to enter the class.

Chorus students are actively involved daily in developing and expressing musical skills and knowledge through hands-on experiences such as, learning correct posture, working on proper breathing techniques, vocal exercises, developing listening skills and intonation, conducting patterns, and practicing rhythmic and sight-reading exercises.

Students learn and perform a wide variety of choral literature throughout the school year. Instruction is given regarding the composers, form, rhythms, harmony, tempo, dynamics, style, expression, and background of the music.

Throughout the school year, students are given several performance opportunities both during the school day and for after-school public performances. There is not an excessive amount of performance requirements and many performances are voluntary.

**Required performances include:** Southwestern Indiana Choral Festival, Christmas Concert, Spring Concert, Graduation, and at least six (6) performances of the National Anthem with an ensemble at volleyball and/or basketball games. Additional required performances may be added at the discretion of the choral director.

**Voluntary opportunities include:** Participation in ISSMA Solo and Ensemble Contest, additional performances at volleyball and basketball games, performances at area churches and for other community organizations, annual field trip to Beef and Board Dinner Theatre.

Students are given the opportunity to experience live performances by professionals and by other high school and/or college choral groups when the opportunity is available.

Students are evaluated on participation, attitude, and behavior in class and during performances, performance attendance, unexcused absences and/or tardies, classroom worksheets, written quizzes and tests, and singing tests. Bonus points may also be earned by singing at voluntary events.

## **HEALTH AND PHYSICAL EDUCATION**

**HEALTH AND WELLNESS EDUCATION** - Semester (1 credit) - Grade 9

Fulfills the Health & Wellness requirement for all diploma types.

High School health education provides the basis for continued methods of developing knowledge, concepts, skills, behaviors, and attitudes related to student health and well-being. This course includes the major content areas in a planned, sequential, comprehensive health education curriculum as expressed in the Indiana Health Education Proficiency Guide: (1) Growth and Development; (2) Mental and Emotional Health; (3) Community and Environmental Health; (4) Nutrition; (5) Family Life Education; (6) Consumer Health; (7) Personal Health; (8) Alcohol, Tobacco and Other Drugs Education; (9) Intentional and Unintentional Injury; and (10) Health Promotion and Disease Prevention.

Students are provided with opportunities to explore the effect of health behaviors on an individual's quality of life. This course assists 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 also encouraged to assume individual responsibility for becoming competent health consumers. A variety of instructional strategies, including technology, are used to further develop health literacy.

**ELECTIVE PHYSICAL EDUCATION** - Semester or Year (1 credit each semester) - Grades 10-12

Recommended Prerequisites: PE I and II

Counts as an Elective for all diplomas.

Classes are coeducational. Advanced Physical Education emphasizes individual principles and practices to assess students' own physical fitness, strength, and conditioning level using a variety of assessment tools. They analyze the results of these assessments and design an individual program that meets their sport's specific needs. The course may include basic principles of exercise physiology, nutrition, and chemical substance use and their effects on the athlete.

**PHYSICAL EDUCATION I** 1 Semester (1 credit) - Grades 9-12

Fulfills part of the Physical Education requirement for all diplomas.

Classes are coeducational unless the activity involves bodily contact or groupings are based on an objective standard of individual performance developed and applied without regard to gender.

Adapted physical education must be offered, as needed, in the least restricted environment and must be based on individual assessment. As a designated laboratory course, 25% of course time must be spent in activity.

The emphasis of Secondary Physical Education I is on health-related fitness and developing the skills and habits necessary for a lifetime of activity. This program includes skill development and the application of rules and strategies of complex difficulty in at least three of the following different movement forms:

(1) health-related fitness activities (cardio respiratory endurance, muscular strength and endurance, flexibility, and body composition), (2) aerobic exercise, (3) team sports, (4) individual and dual sports, (5) gymnastics, (6) outdoor pursuits, (7) aquatics, (8) dance, and (9) recreational games. Ongoing assessment includes both written and performance-based skill evaluations.

**PHYSICAL EDUCATION II** 1 Semester (1 credit) - Grades 9-12

Required Prerequisite: PE I

Fulfills part of the Physical Education requirement for all diplomas.

Classes are coeducational unless the activity involves bodily contact or groupings are based on an objective standard of individual performance developed and applied without regard to gender.

Adapted physical education must be offered, as needed, in the least restricted environment and must be based on individual assessment. As a designated laboratory course, 25% of course time must be spent in activity.

Physical Education II focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum that provides students with opportunities to actively participate in four of the following areas that were not covered in Physical Education I: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all which are within the framework of lifetime physical activities and fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEP's and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.). See 511 IAC 7-27-9, 7-27-11.

**FLEXIBILITY IN PHYSICAL EDUCATION** – In 2009, the State Board of Education made several rule changes, including the definition of credit, the intent was to allow schools more flexibility in working with students and engaging them in challenging content. Students using the credit flexibility option must still meet the academic standards of the courses Physical Education I and II. Barr-Reeve High School allows students to earn up to (1) PE credit via the Flexibility option. For further information, please contact Mrs. Sward.

## **MATHEMATICS**

### **MATH SEQUENCES**

Students should choose one of the following sequences for mathematics depending upon which diploma tract they are on:

	<b><u>(General Diploma)</u></b>	<b><u>(Core 40 or Technical Honors)</u></b>	<b><u>(Academic Honors)</u></b>		
	<b><u>Sequence I</u></b>	<b><u>Sequence II</u></b>	<b><u>Sequence III</u></b>	<b><u>Sequence IV</u></b>	<b><u>Sequence V</u></b>
7th	Math 7	Math 7	Math 7	Math 7 & Pre-Alg. 8	Math 7
8th	Pre-Algebra 8	Pre-Algebra 8	Pre-Algebra 8	Algebra I	Pre-Algebra 8
Frosh	Algebra I & A.E.	Algebra I	Algebra I	Geometry Honors	Algebra I
Soph	Geometry or QR	Algebra II	Geometry Honors	Algebra II Honors	Geom & Alg. II Hon
Junior	Quant Reas	Geometry	Algebra II Honors	Pre-Calc Honors	Pre-Calc Honors
Senior	Quant Reas	Quant Reas	Pre-Calc Honors	AP Calculus	AP Calculus

\*\*General Diploma Students in sequence I are required to earn 2 credits in a Math or a Quantitative Reasoning (QR) course during their junior or senior year. Quantitative Reasoning Courses include: Integrated Chemistry-Physics, Economics, Chemistry, Chemistry II, or Physics.

\*\*\*Credits earned from Algebra I taken in the 8<sup>th</sup> grade are included on the high school transcript and figured into the cumulative high school GPA. Because success in Algebra I is indicative of performance in future math courses, students will need to meet satisfactory performance in order to continue on the advanced math track.

### **ALGEBRA I** - Year (2 credits) - Grades 9-12

Prerequisite: None

Counts as a Math Course for all diplomas. Fulfills the Algebra I/Integrated Math I requirement for all diplomas.

Students pursuing Core 40, Core 40 with Academic Honors, or Core 40 with Technical Honors diploma should receive credit for Algebra I by the end of Grade 9.

Algebra I provides a formal development of the algebraic skills and concepts necessary for students who will take other advanced college-preparatory courses. In particular, the instructional program in this course provides for the use of algebraic skills in a wide range of problem-solving situations. The concept of function is emphasized throughout the course. Topics include: (1) properties of real numbers, (2) solution sets, (3) basic operations with polynomials, (4) solving quadratic equations and systems, (5) use of exponents, and (6) introductory topics from statistics and probability.

### **ALGEBRA I LAB** - Year (2 credits) - Grades 9-12

Prerequisite: None

Counts as a Math Course for the General Diploma only or as an Elective for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

Algebra I Lab is designed as a support course for Algebra I. As such, a student taking Algebra I Lab must also be enrolled in Algebra I during the same academic year. Students will be placed in this class based on past Math scores and teacher recommendation.

Algebra I Lab is a mathematics support course for Algebra I. The course provides students with additional time to build the foundations necessary for high school math courses, while concurrently having access to rigorous, grade-level appropriate courses. The five critical areas of Algebra I Lab align with the critical areas of Algebra I: Relationships between Quantities and Reasoning with Equations; Linear and Exponential Relationships; Descriptive Statistics; Expressions and Equations; and Quadratic Functions and Modeling. However, whereas Algebra I contains exclusively grade-level content, Algebra I Lab combines standards from high school courses with foundational standards from the middle grades.

**ALGEBRA II** - Year (2 credits) - Grades 10-12

Fulfills the Algebra II/Integrated Math III requirement for all diplomas.

Prerequisite: Algebra I.

- Relations and Functions
- Linear and Absolute Value Equation and Inequalities
- Quadratic Equations and Functions
- Conic Sections
- Polynomials
- Algebraic Fractions
- Logarithmic and Exponential Functions
- Sequences and Series
- Counting Principles and Probability
- Mathematical Reasoning and Problem Solving

**ALGEBRA II HONORS** - Year (2 credits) - Grades 10-12 (**Weighted Class**)

Fulfills the Algebra II/Integrated Math III requirement for all diplomas.

Prerequisite: "C" average or better in Algebra I & on track for the Academic Honors diploma

- Relations and Functions
- Linear and Absolute Value Equation and Inequalities
- Quadratic Equations and Functions
- Conic Sections
- Polynomials
- Algebraic Fractions
- Logarithmic and Exponential Functions
- Sequences and Series
- Counting Principles and Probability
- Mathematical Reasoning and Problem Solving

**GEOMETRY** - Year (2 credits) - Grades 10-12

Prerequisite: Algebra I

Fulfills the Geometry/Integrated Math II requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas. Counts as a Mathematics Course for all diplomas.

Geometry provides students with basic understanding of shapes and their properties. Deductive and inductive reasoning as well as investigative strategies in drawing conclusions are stressed. Properties and relationships of geometric figures include the basic study of: (1) angles, (2) lines, (3) planes, (4) congruent and similar triangles, (5) trigonometric ratios, (6) polygons, and (7) circles and spatial drawings. An understanding of proof and logic is developed. Use of graphing calculators and computer drawing programs is encouraged.

**GEOMETRY HONORS** - Year (2 credits) - Grades 9-12 (**Weighted Class**)

Prerequisite: "B" average or better in Algebra I & on track for the Academic Honors diploma

Fulfills the Geometry/Integrated Math II requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas. Counts as a Mathematics Course for all diplomas.

Geometry Honors provides students with more in depth experiences that deepen the understanding of shapes and their properties. Deductive and inductive reasoning as well as investigative strategies in drawing conclusions are stressed. Properties and relationships of geometric figures include the intense study of: (1) angles, (2) lines, (3) planes, (4) congruent and similar triangles, (5) trigonometric ratios, (6) polygons, and (7) circles and spatial drawings. An understanding of proof and logic is developed. Use of graphing calculators and computer drawing programs is encouraged.

**PRE-CALCULUS** - Year (2 credits) – Grades 11/12 (**Weighted Class**)

Recommended Prerequisite: Algebra II and Geometry

Counts as a Mathematics Course for all diplomas.

Dual credit is offered in this course.

**(Prior Approval needed)**

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

**AP CALCULUS AB** - Year (2 Credits) – Grade 12 (**Weighted Class**)

Required Prerequisite: College Algebra/Pre-calculus

Counts as a Mathematics Course for all diplomas.

**(Prior Approval needed)**

Dual credit is offered in this course.

AP Calculus AB is a first course in Calculus that will include the study of limits, derivatives, integrals and all related applications. The course will use the unifying themes of limits, derivatives, integrals (definite and indefinite) and applications of these topics as well. Functions and their analysis will be represented numerically, analytically, graphically and verbally. All of these tools and strategies will be synthesized into the overall goal of explaining the reasoning behind the main ideas of the calculus.

**SCIENCE**

**BIOLOGY I** - Year (2 credits) Grades 9-12

Fulfills the Biology requirement for all diplomas.

Biology I provides, through regular laboratory and field investigations, a study of the structures and functions of living organisms and their interactions with their environment. At a minimum, this study explores the functions and processes of cells, tissues, organs, and systems within various species of living organisms and the roles and interdependencies of organisms within populations, communities, ecosystems, and the biosphere. Students have opportunities to: (1) gain an understanding of the history of the development of biological knowledge, (2) explore the uses of biology in various careers, and (3) cope with biological questions and problems related to personal needs and social issues.

**INTEGRATED CHEMISTRY - PHYSICS** - Year (2 Credits) - Grades 10-12

Recommended Prerequisite: Algebra I (may be taken concurrently with this course)

Fulfills a Core 40 science (physical) course requirement for all diplomas.

Integrated Chemistry/Physics introduces the fundamental concepts of scientific inquiry, the structure of matter, chemical reactions, forces, motion, and the interactions between energy and matter. The course will serve students as a laboratory-based introduction to possible future coursework in chemistry or physics while ensuring a mastery of the basics of each discipline. The ultimate goal of the course is to produce scientifically literate citizens capable of using their knowledge of physical science to solve real-world problems and to make personal, social, and ethical decisions that have consequences beyond the classroom walls.

**ANATOMY AND PHYSIOLOGY** – Year (2 credits) – Grades 10-12 **Weighted Class**

Counts as a Directed Elective or Elective for all diplomas.

Fulfills a Core 40 science course requirement for all diplomas.

Anatomy & Physiology is a course in which students investigate concepts related to Health Science, with emphasis on interdependence of systems and contributions of each system to the maintenance of a healthy body. Introduces students to the cell, which is the basic structural and functional unit of all organisms, and covers tissues, integument, skeleton, muscular and nervous systems as an integrated unit. Through instruction, including laboratory activities, students apply concepts associated with Human Anatomy & Physiology. Students will understand the structure, organization and function of the various components of the healthy body in order to apply this knowledge in all health related fields.

**CHEMISTRY I** - Year (2 credits) - Grades 10-12

Fulfills a Core 40 science (physical) course requirement for all diplomas.

Qualifies as a Quantitative Reasoning course

Pre-Requisite: Grade of C or better in Biology I or completion of Integrated Chemistry & Physics and Algebra IA

Chemistry I allows students to synthesize useful models of the structure of matter and the mechanisms of its interactions through laboratory investigations of matter and its chemical reactions. Students have opportunities to: (1) gain an understanding of the history of chemistry, (2) explore the uses of chemistry in various careers, (3) cope with chemical questions and problems related to personal needs and social issues, and (4) learn and practice laboratory safety.

**CHEMISTRY II** - Year (2 credits) - Grades 11-12 (**Weighted Class**)

Fulfills a Core 40 science course requirement for all diplomas.

Qualifies as a Quantitative Reasoning course

Required Prerequisite: Chemistry I with a grade of C or better and/or recommendation of Chemistry I Teacher

Chemistry II, General, provides for extended laboratory and literature investigations of the chemical reactions of matter in living and nonliving materials. This course stresses the unifying themes of chemistry, the development of physical and mathematical models of matter and its interactions, and the methods of scientific inquiry.

**PHYSICS I** - Year (2 credits) - Grades 11-12 (**Weighted Class**)

Prerequisite: Algebra I or II

Fulfills a Core 40 science (physical) course requirement for all diplomas.

Qualifies as a Quantitative Reasoning course

Physics I aids students in synthesizing the fundamental concepts and principles concerning matter and energy through the laboratory study of mechanics, wave motion, heat, light, electricity, magnetism, electromagnetism, and atomic and nuclear physics. Students have opportunities to: (1) acquire an awareness of the history of physics and its role in the birth of technology, (2) explore the uses of its models, theories, and laws in various careers, and (3) cope with physics questions and problems related to personal needs and social issues.

**SOCIAL STUDIES**

**WORLD HISTORY** - Year (2 credit) - Grade 10

Fulfills the Geography History of the World/World History and Civilization graduation requirement for all diplomas.

World History provides for a study of selected world cultures, past and present. The content of this course provides a basis for students to compare and analyze patterns of culture, emphasizing both the diversity and commonality of human experience and behavior. This course emphasizes the interaction of local cultures with the natural environment, as well as the connections among civilizations from earliest times to the present. This course is designed to focus on: prehistory, early world civilizations, including the rise of civilizations of the Middle East, Africa, and Asia; the classical civilizations of Europe, Asia, Africa, and Latin America; and the development of modern societies. This course also traces important themes in human history and is designed to focus on a comparative study of two or more selected societies.

**PSYCHOLOGY** - Semester (1 credit) – Grades 11-12 (**Weighted for Class of 2018 ONLY**)

Counts as an Elective for all diplomas.

Psychology deals with the behavior of the individual. The effects of environment and heredity on behavior are discussed at length. Considerable time is devoted to learning patterns of behavior, mental health, social attitudes and problems. Class discussions follow reading assignments and workbook exercises. This course could be chosen to help complete a major in social studies. It is also an important course for those who are contemplating entering such careers as teaching or professions that are helpful to others in the solution of problems dealing with people.

**SOCIOLOGY** - Semester (1 credit) - Grades 11-12 (**Weighted for Class of 2018 ONLY**)

Counts as an Elective for all diplomas.

This course explores the relationship between groups and cultures. It concentrates on norms, values, and role relationships within communities and institutions. Areas of class discussion include peer group relationships, socialization, crime, deviance, religion, and social disorganization. Class discussions coincide with reading and workbook assignments. This course could be taken to complete either a major or minor in social studies.

**UNITED STATES HISTORY** - Year (2 credits) - Grade 11

Fulfills the US History requirement for all diplomas.

United States History emphasizes national development in the late nineteenth and the twentieth centuries and builds upon concepts developed in previous studies of American history. Students in this course also identify and review significant events, figures, and movements in the early development of the nation. After providing such a review, the course gives major emphasis to the interaction of historical events and geographic, social, and economic influences on national development in the late nineteenth and twentieth centuries. A chronological, topical, or comparative approach can be used in developing themes from America's past as they relate to life in Indiana and the United States today.

Students demonstrate the ability to trace and analyze chronological periods and examine the relationships of significant themes and concepts in United States history. Students will be able to sequence historical events, examine cause and effect, identify different perspectives, and relate historical situations to current issues. Opportunities are given to develop inquiry skills by gathering and organizing information from primary source material and a variety of historical and contemporary sources, accounts, and documents.

Investigation of themes and issues include analysis of the importance of cultural pluralism and diversity of opinion in American society. Students are given opportunities to exercise their skills as citizens in a democratic society by engaging in problem solving and civic decision making in the classroom, school, and community settings.

**ECONOMICS** - Semester (1 credit) - Grade 12

Fulfills the Economics requirement for the Core 40, Core 40 with Academic Honors, and Core 40 with Technical Honors diplomas.

Fulfills a Social Studies requirement for the General Diploma only

Qualifies as a Quantitative Reasoning course

Economics deals with various individual economic systems. Comparisons and contrasts of economic systems in today's world are parts of the economic units.

Economics includes a study of the allocation of scarce resources and their alternative uses for satisfying human wants. This course examines basic models of decision making at various levels and in different areas including: (1) decisions made as a consumer, producer, saver, investor, and voter; (2) business decisions to maximize profits; and (3) public policy decisions in specific markets dealing with output and prices in the national economy.

Students analyze the interaction between the government and economic system. Students analyze the different ways local, state, and national governments are funded. They examine the historic and current economic role of government in different societies.

Students are prepared to evaluate the effects of fiscal and monetary policies on the United States economy. The impact of governmental regulations on individuals and businesses is studied. Students have an opportunity to examine the influence of individuals, business, labor, and other segments of the economy on government policy.

**UNITED STATES GOVERNMENT** - Semester (1 credit) - Grade 12

Fulfills the Government requirement for all diplomas.

United States Government provides a framework for understanding the nature and importance of responsible civic participation and for learning the rights and responsibilities of individuals in a constitutional democracy. The course enables students to explore the historic origins and evolution of political philosophies into contemporary political and legal systems. Constitutional structure and the processes of the legislative, executive, and judicial branches of the national, state, and local levels of government are examined.

Students learn to draw conclusions about the impact and interrelationships of history, geography, and economics upon our system of government. They also learn to demonstrate an understanding of the governmental structures of the United States and other political systems, as well as the relationship of American government to world affairs. Students learn to analyze the roles of individuals and groups in the political process by identifying and analyzing political issues. They also learn to access data from primary and secondary resources and use current technology to access relevant source materials and as a tool for producing documents in support of learning projects.

Students have opportunities to take, defend, and evaluate positions on current issues that impact political decision-making. They should understand their ability to influence policies and decisions as individuals and in groups. Related learning experiences in the school and community enable students to learn how to participate effectively in the political process. The study of United States government also offers students opportunities to develop knowledge, inquiry skills, and the means to preserve and improve our constitutional democracy.

## WORLD LANGUAGE

### SPANISH I - Year (2 credits)

Fulfills a World Language requirement for the Core 40 with Academic Honors diploma.

Counts as a Directed Elective or Elective for any diplomas

Spanish I focuses on communication, culture, connections, comparisons, and communities. Students will be active learners as they gain an introduction to basic vocabulary and grammar as well as experience learning about other cultures.

- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Students understand and interpret written and spoken language on a variety of topics.
- Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- Students demonstrate an understanding of the relationship between the practices and perspectives of the culture.
- Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
- Students use the language both within and beyond the school setting.

### SPANISH II - Year (2 credits)

Required Prerequisite: Spanish I and a "C" or better in previous class or approval by teacher.

Fulfills a World Language requirement for the Core 40 with Academic Honors diploma.

Counts as a Directed Elective or Elective for all diplomas

Spanish II focuses on communication, culture, connections, comparisons, and communities. Students will be active learners as they expand their knowledge of vocabulary and grammar as well as experience learning about other cultures.

- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Students understand and interpret written and spoken language on a variety of topics.
- Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- Students demonstrate an understanding of the relationship between the practices and perspectives of the culture.
- Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
- Students use the language both within and beyond the school setting.

### SPANISH III - Year (2 credits)

Required Prerequisites: Spanish I & II and a "C" or better in previous class or approval by teacher.

Fulfills a World Language requirement for the Core 40 with Academic Honors diploma.

Counts as a Directed Elective or Elective for all diplomas

Spanish III focuses on communication, culture, connections, comparisons, and communities. Students will be active learners as they expand their knowledge of vocabulary and grammar as well as experience learning about other cultures.

- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Students understand and interpret written and spoken language on a variety of topics.

- Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- Students demonstrate an understanding of the relationship between the practices and perspectives of the culture.
- Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
- Students use the language both within and beyond the school setting.

**SPANISH IV** - Year (2 credits)

Required Prerequisites: Must be on track for the Academic Honors Diploma and have taken Spanish I, II, and III with a “C” or better in previous class or approval by teacher.

Fulfills a World Language requirement for the Core 40 with Academic Honors diploma.

Counts as a Directed Elective or Elective for all diplomas

Spanish IV focuses on communication, culture, connections, comparisons, and communities. Students will be active learners as they expand their knowledge of vocabulary and grammar as well as experience learning about other cultures.

- Students engage in conversations, provide and obtain information, express feelings and emotions, and exchange opinions.
- Students understand and interpret written and spoken language on a variety of topics.
- Students present information, concepts, and ideas to an audience of listeners or readers on a variety of topics.
- Students demonstrate an understanding of the relationship between the practices and perspectives of the culture.
- Students demonstrate understanding of the nature of language through comparisons of the language studied and their own.
- Students demonstrate understanding of the concept of culture through comparisons of the cultures studied and their own.
- Students use the language both within and beyond the school setting.

**TWIN RIVERS CAREER & TECHNICAL EDUCATION**

In an effort to offer a larger number of vocational courses to Barr-Reeve students, the Board of School Trustees joined the Twin Rivers Vocational Area School. We feel that this program has much to offer our students. We encourage all students to give serious consideration to these programs. Every spring, representatives visit the school and introduce the programs to all sophomores and juniors. Enrolled students will be eligible to receive dual credit for these courses through Ivy Tech and Vincennes University. The following programs are available to high school juniors or seniors:

- Automotive (Washington)
- Construction Technology (Washington)
- Health Sciences (Washington)
- Cosmetology (Vincennes)

The following programs at Vincennes University are available to high school seniors through Twin Rivers Career & Technical Education. VU tuition is covered by Barr-Reeve Community Schools and Twin Rivers. Students are responsible for any tools and all required fees which vary by program. For more information, please visit [www.twinriversarea.org](http://www.twinriversarea.org).

- Architectural Drafting (VU)
- Audio Recording (VU)
- Collision Repair (VU)
- Culinary and Hospitality (VU)
- Diesel Technology (VU)
- Electronics (VU)
- Fire Science (VU)
- Information Technology Programs (VU) (Administrative Office Technology, Information Technology, Programming and Game Development, Support & Security Specialist, and Web Design)
- Law Enforcement (VU)
- Precision Machine (VU)
- Product Design and Production Processes (VU)
- Surveying (VU)
- Welding (VU)