

# Thibodaux High School



*2020-2021*

*Curriculum Guide*

“To actively facilitate the academic and social development of all students.”

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## **INTRODUCTION**

The purpose of this guide is to help you make wise decisions about the courses you may wish to take in the future. You can access information about diploma tracks, honor graduates, valedictorians, distinguished service graduates, and many other important aspects of your high school life in this guide. You will find a brief description of the course offerings with notations about prerequisites for the course and course unit value. If you have any questions about the specific courses, please feel free to talk to one of your teachers or a guidance counselor.

This guide cannot emphasize enough the importance and necessity for careful thought and planning for your future. You should read through the material, discuss it with your parents, and be prepared to make wise decisions.

Students and parents assume full responsibility for the courses selected.

### **Counseling Center**

Donna Bourgeois  
Senior Class Counselor  
dbourgeois@mylpsd.com

Denise Gibson  
Junior Class Counselor  
egibson@mylpsd.com

Terez Maghsoud  
Sophomore Class Counselor  
tmaghsoud@mylpsd.com

Keena Lewis  
Freshman Class Counselor  
klewis@mylpsd.com

## **GENERAL SCHEDULING INFORMATION**

The information presented in this Curriculum Guide is accurate at the time of publication to the best of our knowledge. Some of the information may be subject to change.

- The student and his or her parents should study this guide in serious preparation for the coming year(s).
- The student must complete the schedule request form prior to meeting with the counselor. Please note that a parent's signature is required on the student's schedule request form.
- The master schedule will be constructed based on course requests; therefore, no schedule changes will be allowed once the master schedule has been generated.
- A student requesting Honors courses must complete the Honors Classes Guidelines and Expectations Contract at the time of scheduling before course requests can be finalized.
- A student attending the Career Magnet Center must complete the contract for permission to attend.
- 8<sup>th</sup> grade students who score below the proficiency level on the state test will be assigned to the intervention class of Math Essentials Pre and/or Technical Writing 9.
- Upon arrival of the student's final report card grades, a student's course request form will be reviewed and revised accordingly.
- A student, who must repeat a subject because of a failure may elect to repeat that course with another teacher, provided another teacher is available.

- If any changes occur in state/local policy, a student’s course request form will be reviewed and revised accordingly.
- In order to be officially scheduled in the computer at school, students **MUST** return their scheduling worksheet signed by a parent or guardian.

### **GRADE LEVEL CLASSIFICATIONS**

- 9T – Any incoming 9<sup>th</sup> grade student who does not meet the 8<sup>th</sup> grade promotion requirements.
- Freshman – Any incoming 9<sup>th</sup> grade students who meets the 8<sup>th</sup> grade promotion requirements.
- Sophomore – A student who has earned at least 5 Carnegie units, one of which must either be Non-Remediation Level English (English I or Technical Writing), or a Non-Remediation Level Math (Algebra I or Financial Literacy or Math Essentials).
- Junior – A student who has earned at least 11 Carnegie units, four of which must be core subjects including both Algebra I and English I.
- Senior – Any student who has earned at least 18 Carnegie units and completed all Junior level requirement. LHSAA regulations stipulate that athletes must be enrolled for at least 4 class periods/Carnegie units (senior/early dismissal).
- In order for a student to be classified as a senior, he or she must have eighteen (18) units at the beginning of the school year. A student who expects to graduate and does not have 18 credits will **NOT** be classified as a senior. The student’s grade classification will be changed to senior at the end of the year prior to graduation if the student has earned the number of units necessary.

### **GRADING SCALES**

#### **Regular/Honors**

Grade	Percentage
A	100-93
B	92-85
C	84-75
D	74-67
F	66-below

#### **AP Courses**

Grade	Percentage
A	100-90
B	89-80
C	79-70
D	69-60
F	60-below

## **ATTENDANCE**

Attendance requirements are no more than 11 total absences per year in a full credit course (unexcused/parent note) and no more than 6 days for a ½ credit course. Tardiness and early check outs are considered absences. Out of school suspensions are considered unexcused absences. Any student that has too many absences in a course will be denied credit for that course, regardless of the grade. A student may make up a limited amount of unexcused absences through Attendance Recovery. Students should meet with their counselor to sign up for Attendance Recovery. **Seniors must meet the state attendance requirements of ALL scheduled classes in order to participate in the graduation ceremony.**

## **LEAP 2025 EXAMS**

In 2017-18, the Louisiana Department of Education redesigned several EOC exams, renamed LEAP 2025 exams. Students entering high school in or after 2017-18 will be required to take these redesigned exams. LEAP 2025 exam scores will be reported as Advanced, Mastery, Basic, Approaching Basic, and Unsatisfactory. Students will also receive a grade on their report card that counts as 1/5 of their final grade. The grades are assigned as follows: Advanced (A), Mastery (B), Basic (C), Approaching Basic (D), and Unsatisfactory (F). Students entering high school in or after 2017-18 will need to score at least an Approaching Basic on LEAP 2025 exams or Fair on EOC exams in the following courses to meet graduation requirements:

Algebra I LEAP 2025 and Geometry LEAP 2025 (student must pass one)  
English I LEAP 2025 and English II LEAP 2025 (student must pass one)  
Biology I LEAP 2025 and US History LEAP 2025 (student must pass one)

## **PATHWAY CREDENTIALS**

Beginning with incoming freshmen 2014 – 2015 and thereafter, students following the Jump Start TOPS Tech Career Diploma must also pass an industry exam(s), earning a credential in a pathway they have chosen. The credential is specific to the pathway and will be identified in the course description. The credential exam(s) must be passed in addition to the required LEAP 2025 exams in order for a student to graduate with a standard diploma. The number of credential exams depends on the pathway chosen by the student.

## **CAREER MAGNET CENTER ENTRY CRITERIA**

Students interested in taking courses at the Career Magnet Center need to meet the following criteria:

- Junior or Senior status
- Must enroll in 3 credit hours at the CMC
- Have a minimum cumulative “C” average (minimum 1.5 GPA)
- Be in good standing at THS (minimal discipline referrals and absences)
- Permission form to attend the CMC must be signed by the student and parent before schedule requests can be scheduled

## **ACT AND ACT WORKKEYS**

Students in grades 9 – 12 will take the ACT series of exams as follows:

- 11<sup>th</sup> grade – ACT
- 12<sup>th</sup> grade – ACT
- 11<sup>th</sup> and 12<sup>th</sup> graders on the current Career Diploma Track and 12<sup>th</sup> graders who have not yet earned an 18 on ACT – ACT Work Keys

**ACT-** The ACT® is a curriculum and standards-based educational and career planning tool that assesses students' academic readiness for college. The ACT is accepted by all four-year colleges and universities in the United States. The ACT is not an aptitude or an IQ test. Instead, the questions on The ACT are directly related to what students have learned in high school courses.

**WORKKEYS** - ACT WorkKeys is a job skills assessment system that helps employers select, hire, train, develop, and retain a high-performance workforce. This series of tests measures foundational and soft skills and offers specialized assessments to target institutional needs. Successful completion of ACT WorkKeys assessments in Applied Mathematics, Graphic Literacy, and Workplace Documents can lead to earning ACT's National Career Readiness Certificate (ACT NCRC), a portable credential that can help students obtain better jobs.

## **REPEAT/DELETE**

A student may repeat previously attempted TOPS core courses. To repeat a course passed, the student must submit a written request to the principal or designee within 5 school days of the issuance of the final report card. The repeated course must be taken the following semester (for semester courses) or school year (for full year courses). The higher grade of the repeated course shall be reported in the student's transcript. A student shall receive Carnegie credit for the course with the higher grade. The Carnegie credit for the course with the lower grade shall be removed from the student's records.

## **CREDIT RECOVERY**

Please stress to your child the importance of working hard and doing their best to pass the first time they attempt a course. Students that do not pass a course either will be rescheduled in the course the following school year or will need to complete the course on our online Edgenuity (e2020) program. A student may earn ½ unit or more for partial completion of an entire course.

## **DISTINGUISHED SERVICE GRADUATE**

Each high school has developed a Distinguished Service Graduate Program whereby students have the opportunity to be recognized at graduation by wearing of a special cord to indicate that they have volunteered hours to the school, community, or church of choice.

The goals of this program are as follows: (1) To help students develop a sense of social responsibility; (2) to provide our communities with a source of responsible, contributing citizens; (3) To give students an opportunity to develop experiences necessary for productive citizenship; and (4) To provide an opportunity for students to serve their schools and community and gain a sense of self-worth.

The following information is presented to students upon registration into the program:

1. The program is voluntary. Although all students are encouraged to take part, participation is not required.
2. Each candidate must register with Ms. Shaddock in the library during their freshman year.
3. Candidates must earn a minimum of 30 service hours for each year of attendance for a minimum of 120 hours.
4. One-third of the total number of hours must be in service to the school; the other two-thirds may be in service to the community or church of preference or a combination of both.
5. Service hours done in coordination with other programs do count towards fulfillment of the program requirements. Class requirements cannot be counted as service hours.
6. Only hours submitted on a completed verification form will be acceptable for credit.
7. Service hours performed after a missed deadline are invalid.
8. Delinquent hours may be made up at the rate of 2:1 with approval of the principal.
9. Verification forms submitted after April 30<sup>th</sup> for seniors will not be accepted. All other students must submit verification forms by the last day of school.

RESPONSIBILITY is a major component of this program; therefore, the student should be mindful that he or she is directly responsible for completing the proper forms to meet the established deadlines each year. The student is responsible for checking the service hours report at the end of each semester and reporting any errors to the proper school official.

## **VALEDICTORIAN AND HONOR GRADUATE REQUIREMENTS**

### **Valedictorian**

- For the graduating classes of 2016-2020, a student must take, for credit, 12 of the courses from the Honors/Pre-Advanced Placement/Advanced Placement/Dual Enrollment TOPS course list and have a final grade of “A” in all coursework to be valedictorian based on a 4.0 scale.
- Beginning with the class of 2021 and beyond, a student must take for credit, 12 of the courses from the Honors/Pre-Advanced Placement/Advanced Placement/Dual Enrollment TOPS course list and have a final grade of “A” in all coursework to be valedictorian based on a 4.0 scale. In the event that more than one student meets the above criteria, the student with the highest ACT score on file will be named valedictorian.

## **Honor Graduate**

- For the graduating classes of 2018 and beyond, a student must take, for credit, 8 of the courses from the Honors/Pre-Advanced Placement/Advanced Placement/Dual Enrollment TOPS course list and have a minimum cumulative grade point average of a 3.5 or above with no final grade lower than a “C” to be considered for an honor graduate.

## **AP/HONORS COURSES**

All students in grades 9, 10, 11, and 12 are eligible to enroll in Advanced Placement course. As per the Lafourche Parish Schools Policy, students must meet the following eligibility criteria for enrollment in HONORS:

- Must have a 3.0 GPA from the previous year in subject area.
- Must have a score of Mastery or above on prior year’s standardized test, if applicable.
- Must meet attendance requirement of 11 or less unexcused absences.
- Must have written permission from parent(s) or guardian(s).

Students and parents must be aware that these courses are designed as college preparatory courses to challenge the higher-performing student above the on-level curriculum expectations. Please expect that these courses will likely include:

- A summer enrichment assignment
- Independent work to be completed outside of class time
- An increased student work load

## **Earning College Credit While A High School Student**

By taking an Honors/AP course, a student can potentially earn college credit while in high school. College Level Exams are mandated in the following courses:

- English III Honors: CLEP College Composition Modular
- AP English Literature & Composition
- Algebra II Honors: CLEP College Algebra
- American History Honors: CLEP United States History
- Western Civilization Honors: CLEP

## **Testing**

For AP tests, a score of 3 or higher (on a 5 point scale) will earn a student college course credit.

For CLEP tests, a score of 50 or higher can earn a student college credit. Each student should check with their intended post-secondary university for courses earned through AP and CLEP testing.

Each student is responsible for the cost of the exam. This year’s cost is \$94 per AP exam (\$53 for students on free or reduced lunch), and \$87 per CLEP exam.



AP Literature and Composition and Dual Enrollment classes which are part of the TOPS Core Curriculum will be calculated using a ten-point grading scale averaged using a five-point (5.00) scale. A: 5 pts. B: 4 pts. C: 3 pts. D: 2 pts. F: 0 pts.

### **EXIT CRITERIA FOR HONORS AND AP COURSES**

The only opportunity that students have to change out of an Honors or AP course is at midterm if enrolled in the class at THS. Students that opt out of English, Science, Math, and Social Studies Honors and/or AP courses will move into a regular course at midterm. However, please note that this may cause some schedule conflicts.

A student may transfer out of an Advanced Placement/Honors class at midterm after a parent conference and only with the principal's approval. The student's parents or guardians must approve of the transfer and understand that once the transfer has occurred, it will not be reversed during the school session. A parent signature on a schedule request form is needed by midterm in order for the student's schedule to be changed.

### **DIPLOMA TRACKS**

#### **TOPS University Diploma**

Research has shown that student completing a rigorous academic core will be better prepared for college and workforce training. A rigorous academic core may reduce the chance of remedial coursework in four-year colleges and technical schools. After a student has attended high school for a minimum of two years, as determined by the school, the student, and the student's parents or guardians may request that the student be exempt from completing the TOPS University Diploma and instead will complete the Jump Start TOPS Tech Career Diploma Curriculum. Completion of any of these curriculums will result in a high school diploma. Only students completing the TOPS University Diploma will be eligible to enter a four- year university upon graduating from high school. Students need to pass the required LEAP 2025 exams in addition to this curriculum in order to graduate.

#### **Jump Start TOPS Tech Career Diploma**

Students following the Jump Start TOPS Tech Career Diploma will need to complete a number of core courses in addition to nine courses in a selected pathway. Along with the completion of the required courses, students will need to pass an exam(s) to earn a credential(s) in the selected pathway. By completing these courses and earning a credential, it will allow our students to become more skilled and employable upon completion of high school. Students need to pass the required LEAP 2025 exams and credentialing exam(s) in addition to this curriculum in order to graduate.

## TOPS UNIVERSITY DIPLOMA REQUIREMENTS

### English – 4 Units

- English I, English II, English III/AP Language and Composition, English IV/AP Literature and Composition

### Math – 4 Units

- Algebra I, Geometry, Algebra II
- One unit from the following: Algebra III, Advanced Math, Advanced Math – Pre Calculus, Calculus

### Science – 4 Units

- Biology I, Chemistry I
- Two units from the following: Earth Science, Environmental Science, Physical Science, Agriscience I and Agriscience II, Chemistry II, Physics I, or Biology II

### Social Studies – 4 Units

- US History/American History AP, Civics/US Government
- Two units from the following: Western Civilization, European History, World Geography, World History/AP World History, or Psychology AP/DE

### Foreign Language – 2 Units

- French I and French II, or Spanish I and Spanish II

### Art I – 1 Unit

- Art, Music (Band and Choir), Dance, Theatre, Fine Arts Survey

### Health/Physical Education – 2 Units

- Physical Education I
- ½ Unit of Physical II or ½ unit of band, sports, dance team, cheer
- ½ Unit of Comprehensive Health
- or JROTC I and JROTC II

### Electives – 3 Units

Total Units: 24

TOPS Core Curriculum: <http://www.osfa.la.gov/MainSitePDFs/TOPSCoreCurriculum.pdf>

TOPS Brochure: [http://www.osfa.la.gov/MainSitePDFs/TOPS\\_OPH\\_brochure\\_8-14.pdf](http://www.osfa.la.gov/MainSitePDFs/TOPS_OPH_brochure_8-14.pdf)

Louisiana Board of Regents: <https://regents.la.gov/wp-content/uploads/2017/12/Minimum-Stds-for-Admission-2017-1212.pdf>

## **JUMP START TOPS TECH CAREER DIPLOMA REQUIREMENTS**

### English – 4 Units

- English I, English II
- 2 Units from the following: English III, Business English, Technical Writing, or English IV

### Math – 4 Units

- Algebra I
- Three units from the following: Geometry, Math Essentials, Financial Literacy (formerly financial math), Algebra II, Business Math, or Advanced Math

### Science – 2 Units

- Biology I
- One unit from the following: Chemistry, Earth Science, Environmental Science, Physical Science, Agriscience I and Agriscience II,

### Social Studies – 2 Units

- US History/American History AP
- Civics/US Government

### Health/Physical Education – 2 Units

- Physical Education I
- ½ Unit of Physical II or ½ unit of band, sports, dance team, cheer
- ½ Unit of Comprehensive Health
- or JROTC I and JROTC II

### Jump Start – 9 Units (must include Journeys to Careers or Agriscience I)

- Jumps Start course sequences and Credentials as approved in Regional Jump Start proposals

Total Units: 23

TOPS Tech Core Curriculum: <http://www.osfa.la.gov/MainSitePDFs/TOPSTechCoreCurriculum.pdf>

TOPS Tech Brochure: [http://www.osfa.la.gov/MainSitePDFs/TOPS\\_Tech\\_brochure\\_8-14.pdf](http://www.osfa.la.gov/MainSitePDFs/TOPS_Tech_brochure_8-14.pdf)

## CHECKLIST FOR COLLEGE PLANNING

When to Begin	What to Do	How to Do It
<input type="checkbox"/> Freshman and sophomore years	Become familiar with college entrance requirements. Do colleges differ in course requirements? Which courses in your high school curriculum satisfy college requirements?	Work with parents, teachers, and counselors to create a four-year high school curriculum plan to satisfy your goals.
<input type="checkbox"/> September-March of junior year	Think about your reasons for going to college. What are your goals? What learning opportunities are most important? Do your college plans include career plans?	Talk with your parents, counselor, teacher, and friends.
<input type="checkbox"/> January-March of junior year	Identify important factors In choosing a college. Two-year or four-year? Location? Cost? Kind of atmosphere? Variety of study programs available?	Focus on your goals and career Interests. Consult college guidebooks.
<input type="checkbox"/> March-August of junior year	List colleges you are considering and collect information. Have you included all possible choices? What Information do you need? How can you get it?	Read, discuss, listen, and visit colleges. Attend college fairs and college night programs In your area. Take appropriate college admissions test
<input type="checkbox"/> August-December of senior year	Compare the colleges on your list. Have you weighed pros and cons carefully? Which colleges will meet your needs?	Continue visiting colleges. Organize information into detailed, useful comparisons.
<input type="checkbox"/> August-November of senior year	Apply to your “choice” colleges. Do you have all the necessary forms? Are you sure of the application deadlines?	Obtain application forms. Observe deadlines. Submit transcript and test scores.
<input type="checkbox"/> November -February of senior year	Apply for financial aid. Have you investigated all possible sources of aid? When should you apply?	Consult financial aid office. Secure forms and note deadlines.
<input type="checkbox"/> November-April of senior year	Make some final decisions. What additional preparation might be helpful? Do you feel comfortable with your final choice?	Confer with parents and counselors. Confirm your decision, and decline other admission

## COURSE DESCRIPTIONS

### CORE COURSES

#### English

Business English (1 unit) Business English is designed to help develop skills applicable to workplace communication. Students write reports, summaries, emails, letters, and memos. This course may be used to meet the English requirements for graduation on the Jump Start TOPS Tech Diploma Pathway. This course is heavily focused on improving skills necessary to pass the WorkKeys exam.

English I (1 unit) English I is a comprehensive English course of literature, composition, and language, including listening and speaking. The study of literature includes reading and comprehending a wide variety of literary forms including short stories, nonfiction, poetry, drama, novels, and spoken and visual texts. The course offers supportive reading strategies for a range of purposes. This course also focuses on the writing process through response to literature, creative writing, and connections to real-life situations and problem-solving. The study of language targets usage, mechanics, and strategies for vocabulary development integrated into literature and composition components. In addition, the course will teach grammatical concepts and applications. All students will take the English I LEAP 2025 at the end of the school year.

English I Honors (1 unit) English I honors is a college-prep course rooted in the knowledge and skills necessary to be successful in English II Honors, English III Honors, and English IV Honors. There will also be a focus on preparing for other exams such as CLEP, ACT, and SAT. Students will read various complex texts for a deeper understanding and be able to develop expository, analytical, and argumentative compositions based on these texts. Writing assignments are based around a college-prep framework with emphasis on accessing primary and secondary sources and synthesizing the information for their own purposes along with citing these sources using conventions of the Modern Language Association (MLA). All students will take the English I LEAP 2025 at the end of the school year. **NOTE: A summer assignment will be issued before the close of the current school year to help the student to better prepare for the expected coursework. Knowledge related to this summer assignment will be assessed during the first marking period.** *Prerequisite: Honors Eligibility Criteria (see page 6).*

English II (1 unit) English II focuses on applying skills related to a student's knowledge of the language of reading, writing, literature, speaking, and listening. Students deepen their critical thinking skills by analyzing elements within and across a variety of texts. The study of literature by genre is extended to analyzing literary elements, identifying recurring themes in literary works, and comparing and contrasting elements in multiple texts. In writing, the focus is on developing formal compositions that are thesis driven and on extending knowledge of standard usage and mechanics. Students will demonstrate skill in assessing and evaluating the usefulness of information from a wide variety of sources in order to produce documented research reports and projects. All students will take the English II LEAP 2025 at the end of the school year. *Prerequisite: English I.*

English II Honors (1 unit) English II Honors is a more rigorous and demanding course than a traditional English II class. You will be expected to complete more work independent of the classroom. This means more reading and writing outside of class. You will also have more personal responsibility as an honors student. This means keeping up with your work, learning to pace yourself, taking responsibility for missed classes/work, and asking for help when you need it. The class is designed to prepare you for this test, including familiarizing you with test material and test format. All students will take the English II LEAP 2025 at the end of the school year. **NOTE: A summer assignment will be issued before the close of the current school year to help the student to better prepare for the expected coursework. Knowledge related to this summer assignment will be assessed during the first marking period.** *Prerequisite: Honors Eligibility Criteria (see page 6).*

English III (1 unit) English III, a survey of American literature, focuses on analyzing and synthesizing knowledge of the language of reading, writing, literature, speaking, and listening. Students will deepen critical thinking skills by focusing on making more sophisticated connections between literary elements found within, among, and between texts. The study of literature is extended to examine the connection of historical contexts to the development of language and literature, establishing perspectives, and comparing and contrasting elements in multiple texts. In writing, the focus is on composing with complex development of style and content. In the area of research, the focus is on accessing a wide variety of information to produce well-documented research reports and projects. This course is heavily focused on improving ACT skills. **NOTE: A research paper will be required.** *Prerequisite: English II.*

English III Honors (1 unit) English III Honors course is designed to help students become skilled readers of prose written in a variety of rhetorical contexts and to become skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of their interactions among a writer's purposes, audience expectations, and subjects as well as the way generic contentions and the resources of language contribute to effectiveness in writing. Students can earn three hours of college credit based on the CLEP College Composition Exam at the end of the course. This course is heavily focused on improving ACT skills. **NOTE: A summer assignment will be issued before the close of the current school year to help the student to better prepare for the expected coursework. Knowledge related to this summer assignment will be assessed during the first marking period.** *Prerequisite: Honors Eligibility Criteria (see page 6).*

English IV (1 unit) English IV, a survey of British literature, focuses on analyzing and synthesizing knowledge of the language of reading, writing, literature, speaking, and listening. Students will deepen critical thinking skills by focusing on making more sophisticated connections between literary elements found within, among, and between texts. The study of literature is extended to examine the connection of historical contexts to the development of language and literature, establishing perspectives, and comparing and contrasting elements in multiple texts. In writing, the focus is on composing with complex development of style and content. In the area of research, the focus is on accessing a wide variety of information to produce well-documented research reports and projects. **NOTE: A research paper is required.** *Prerequisite: English III.*

English IV AP (1 unit) English IV AP engages students in the careful reading and critical analysis of imaginative literature. As they read, students consider a work's structure, style and themes, as well as such smaller-scale elements as the use of figurative language, imagery, symbolism and tone. The course includes intensive study of representative works from various genres and periods, concentrating on works of recognized literary merit. Writing assignments focus on the critical analysis of literature and include expository, analytical and argumentative essays. The goal of writing assignments is to increase students' ability to explain clearly, cogently, even elegantly, what they understand about literary works and why they interpret them as they do. **ALL students scheduled in English IV AP are REQUIRED to take the AP exam. NOTE: A summer assignment will be issued before the close of the current school year to help the student to better prepare for the expected coursework. Knowledge related to this summer assignment will be assessed during the first marking period.**

English as a Second Language I, II, III & IV (ESL) (1 unit) These courses are designed to increase the English language proficiency of limited English students. *Prerequisite: ESL students only.*

Technical Writing (1 unit) Technical Writing is a course in communicating information about technical subjects within a work setting. Students write reports, instructions, emails, letters, memos, and learn to analyze various technical and workplace documents. This course may be used to meet the English requirements for graduation on the Jump Start TOPS Tech Diploma Pathway. This course is heavily focused on improving skills necessary to pass the WorkKeys exam.

Technical Writing 9 (1 unit) Technical Writing 9 is a course designed to strengthen reading and writing skills in order to be successful in subsequent English courses. Students analyze texts, construct narratives, and improve upon their grammar skills. This course may be used to meet the English requirements for graduation on the Jump Start TOPS Tech Diploma Pathway. *Prerequisite: Non-proficiency in English on the 8<sup>th</sup> grade LEAP.*

## **Mathematics**

Advanced Math (1 unit) Advanced Math is designed to prepare students for college mathematics. Major emphasis will be placed on the teaching of skills needed to enter a freshman level college math course. Major topics covered include a review of geometry and trigonometry. *Prerequisite: Algebra I, Geometry, Algebra II; recommended for students with a grade of "C" or better in Algebra II.*

Advanced Math Honors (1 unit) Advanced Math Honors includes the same topics presented in Advanced Math but in an accelerated format. *Prerequisite: Algebra I, Geometry, Algebra II and Honors Eligibility Criteria (see page 6).*

Algebra I (1 unit) Algebra I focuses on solving equations of any degree using variables and a systematic procedure. Mastery of the basics, such as fractions, decimals and integers is required. Inequalities, relations, functions, and polynomials are just a few other topics covered. All students will take the Algebra I LEAP 2025 at the end of the school year.

Algebra I Honors (1 unit) Algebra I Honors is a college prep course designed to challenge students. The content is that of Algebra I but with more depth and additional topics covered in less time. It will require analytical thinking and reasoning of Algebra concepts. It will also require studying and homework just about every night. All students will take the Algebra I LEAP 2025 at the end of the school year. *Prerequisite: Honors Eligibility Criteria (see page 6).*

Algebra II (1 unit) Algebra II is a college preparatory course which will guide students through linear equations and inequalities, graphs, matrices, polynomials, radicals, rationales, quadratic functions, exponential and logarithmic equations and probability. Algebra II is one of the most rigorous math courses in the curriculum because of its importance in the future study of mathematics. *Prerequisite: Algebra I and Geometry*

Algebra II Honors (1 unit) Algebra II Honors is an accelerated course which presents all material covered in the Algebra II Louisiana Comprehensive Curriculum in a more in-depth nature. Students must master the skills of linear, quadratic, rational, radical, and logarithmic functions. Students can earn three hours of college credit based on the CLEP at the end of the course. *Prerequisite: Honors Eligibility Criteria (see page 6).*

Business Math (1 unit) Students will learn to use mathematics effectively as a tool in a business setting. After students have completed this course, they will be able to apply mathematical concepts in various business applications. This course may be used to meet the mathematics requirements for graduation on the Jump Start TOPS Tech Diploma Pathway.

Financial Literacy (1 unit) Financial Literacy is a two-semester course in which students learn to use mathematics effectively as a tool in their personal finances. After students have completed this course, they will be able to apply mathematical concepts to manage their money and expenses (gross income, net income, record keeping, checking and savings account, cash purchases, charge accounts and credit cards, loans) and make financial decisions (vehicle transportation, housing costs, insurance and investments). This course may be used to meet the mathematics requirements for graduation on the Jump Start TOPS Tech Diploma Pathway.

Geometry (1 unit) Geometry is a course which helps prepare students for success in college. Students will develop reasoning skills in concepts as congruence, similarity in right triangles, trigonometry, circles, geometric properties, measurements and dimensions as well as modeling with geometry. These skills will be used in proving fundamental facts that are needed in everyday life and in further courses in mathematics and science. Since Algebra I is a prerequisite, students will be asked to perform Algebra I concepts within geometry concepts. All students will take the Geometry LEAP 2025 at the end of the school year. *Prerequisite: Algebra I.*

Geometry Honors (1 unit) Geometry Honors is an advanced placement course. The skills taught in Geometry Honors will help students to prepare for Advanced Math Honors and AP Calculus. It is an accelerated course which presents the material in a more in-depth nature than Geometry. Emphasis is placed on completing the curriculum in Geometry Honors and help to prepare students for the ACT. All students will take the Geometry LEAP 2025 at the end of the school year. *Prerequisite: Honors Eligibility Criteria (see page 6).*



Math Essentials (1 unit) Course content addressed is ratio and proportion, probability, statistics, geometry, (particularly three-dimensional), various functions from Algebra II and a few topics from discrete math. All topics are taught using real-world applications.

Math Essentials Pre-Algebra (1 unit) An entry level math course required for incoming 9<sup>th</sup> graders who do not meet the math requirements on the 8<sup>th</sup> grade LEAP needed to take Algebra I.

## Science

Biology I (1 unit) This course is a general study of life sciences that aims to describe and understand the complex world of organisms. Topics covered include the scientific process, reproduction, ecological relationships, genetics, evolution and others. All students will take the Biology I LEAP 2025 at the end of the school year. NOTE: Lab fee and/or fee for supplemental materials and supplies may be required.

Biology I Honors (1 unit) Biology I Honors is a comprehensive study of life sciences, which aims to describe and understand the complex world of organisms. This course is more investigative and more imaginative, and less dependent upon the acquisition of descriptive facts than conventional biology. An understanding of biological themes and concepts is acquired through scientific inquiry. All topics described in the course description for Biology I will be covered in this course. Students should possess strong critical thinking skills, writing skills, and reading comprehension skills. All students will take the Biology I LEAP 2025 at the end of the school year. NOTE: Lab fee and/or fee for supplemental materials and supplies may be required. *Prerequisite: Honors Eligibility Criteria (see page 6).*

Biology II (1 unit) The goal of this course is to prepare students for the CLEP Biology Exam. This course covers material that is usually taught in a one-year college general biology course. The subject matter tested covers the broad field of the biological sciences, organized into three major areas: molecular and cellular biology, organismal biology, and population biology. Students will be required to demonstrate: 1) Knowledge of facts, principles, and processes of biology. 2) Understand the means by which information is collected, how it is interpreted, how one hypothesizes from available information, and how one draws conclusions and makes further predictions. 3) Understand that science is a human endeavor with social consequences. NOTE: Lab fee for supplemental materials and supplies may be required. *Prerequisite: A "C" or better in Biology I and Chemistry I is recommended.*

Chemistry I (1 unit) Chemistry is a course that develops a greater understanding of the physical world. Emphasis is placed on taking good measurements, formula writing, chemical equations, the atomic theory, the mole concept, and chemical bonding. Lab experiences and demonstrations will be used to reinforce concepts discussed in class. Basic algebraic skills are necessary for this course. NOTES: (1) lab fee and/or a fee for supplemental materials and supplies may be required. (2) It is recommended that students have a "C" average or better in Algebra I, Geometry, and Physical Science. *Prerequisite: Student must have completed Algebra II or be enrolled in Algebra II concurrently.*

Chemistry I Honors (1 unit) This is an accelerated class which presents material in a more in-depth nature and at a faster pace than Chemistry I. It is a much more comprehensive study of the same topics covered in chemistry allowing for a wider range of problem solving opportunities to better prepare students for success at the college level. Basic algebraic skills are essential for this course. NOTES: (1) Lab fees and/or a fee for supplemental materials and supplies may be required. (2) It is recommended that students have a “C” average or better in Algebra I and Geometry. *Prerequisite: Student must have completed Algebra II or be enrolled in Algebra II concurrently. Honors Eligibility Criteria (see page 6).*

Environmental Science (1unit) This course is designed to use basic scientific principles to study the process of the environment from a broad perspective; to examine changes within the environment from a broad perspective; to identify both natural and man-made activities that contribute to changes in the environment; and to isolate the political, legal, economic, and social aspects of the environment. Although this course is highly recommended as a third science for students who have difficulty in math, it is also an appropriate elective for college-bound juniors and seniors who plan to enter any biological area.

Physical Science (1 unit) Physical Science involves the investigation of forces, motion, work and energy, the structure and properties of matter, chemical reactions in a laboratory setting, and the interrelationship of matter and energy in the physical world. This course is the basis for further study of physics, chemistry, and other related sciences. NOTE: Lab fee and/or a fee for supplemental materials and supplies may be required.

Physical Science Honors (1 unit) Physical Science Honors is designed to give students a background and basic understanding of the principles and concepts of Chemistry and Physics with emphasis on problem solving and lab experimentation. This course is needed to adequately prepare students for Chemistry I Honors and Physics. Completion of a science projects will be required. NOTE: Lab fee and/or a fee for supplemental materials and supplies may be required. *Prerequisite: Honors Eligibility Criteria (see page 6).*

## **Social Studies**

US Government ( 1 unit) Formerly called civics; focuses on the American system of participatory government and provides students with an in-depth study of the principles on which the U.S. system of government was founded, the structure of the U.S. government and how it functions, the domestic and international roles of the U.S. government, and how the U.S. government compares to other forms of government, Students are also expected to analyze and evaluate U.S. domestic and foreign policies, various laws and amendments, and the importance of participating in the American constitutional democracy.

US Government Honors (1 unit) This is a course where students will gain an analytical perspective on government and politics in the United States. This course will allow students to study both general concepts used to interpret U.S. Government and politics and the analysis of specific examples. Throughout the course, students will gain a greater understanding of various institutions, groups, beliefs, and ideas that are the framework if U.S. Government and politics. Public agenda and public policy are built into this course and students will focus on the

relationships and connections that occur to establish these. This is a college-level course and students will be expected to complete college-level work. *Prerequisite: Honors Eligibility Criteria (see page 6).*

U.S. History (1 unit) The U.S. History course covers the time period from the 1870s to Modern Day. The course builds upon historical thinking skills learned in earlier grades with an increased emphasis on analysis and evaluation of primary and secondary sources to study major historical topics. All students will take the U.S. History LEAP 2025 at the end of the school year.  
*Prerequisite: Junior status*

U.S. History Honors (1 unit) The U.S. History course covers the time period from the 1870s to Modern Day. The course builds upon historical thinking skills learned in earlier grades with an increased emphasis on analysis and evaluation of primary and secondary sources to study major historical topics. The course requires advanced reading and writing assignments designed to prepare students for post-secondary education. The course is designed for student success on the CLEP U. S. History Part 2 Test. All students will take the U.S. History LEAP 2025 at the end of the school year. *Prerequisite: Honors Eligibility Criteria (see page 6).*

Western Civilization (1 unit) Western Civilization focuses on the history of Europe from the Renaissance and the Reformation to the Cold War. Students who take this course should grasp a greater understanding of the nature of changes in global frameworks and their causes and consequences as well as comparisons among major societies.

Western Civilization Honors (1 unit) This course is designed as a college-level survey course that introduces students to the rich political, cultural, social, and intellectual heritage of Europe. It is designed to prepare students to be successful on the Western Civilization II CLEP Exam while providing them the opportunity to develop the skills and knowledge that will form a useful foundation for their continuing educational endeavors. In addition to providing a basic exposure to the factual narrative, the goals of Honors Western Civilization are to develop an understanding of some of the principal themes in modern European history, an ability to analyze historical evidence, and an ability to express that in writing. The course includes history as both content and methodology. *Prerequisite: Honors Eligibility Criteria (see page 6).*

World Geography (1 unit) World Geography provides students the opportunity to study geographic ideas and concepts. Students are expected to use geographic perspective and spatial tools to study physical and human systems, places and regions, and human and environment interaction. Students also study geographic regions and issues in the world in past and present economic, historical, and political settings.

World Geography Honors (1 unit) This course is designed for those students who have mastered the basic principles and facts in geography. Emphasis will be placed on analyzing the characteristics, distribution, and interrelationships of world cultures. This accelerated course will require students to complete two more DBQ (document based question) projects in addition to the three required in all World Geography classes. Extra outside assignments in addition to classwork will be required. *Prerequisite: Honors Eligibility Criteria (see page 6).*

## **Health and Physical Education**

Athletic PE (1 unit or ½ unit) These courses are for those students who have met the PE graduation requirement and who are participating in a team sport. Placement into Athletic PE III and IV is at the discretion of the team coach. NOTE: All student athletes must carry four units during the semester that they are participating in a sport. *Prerequisite: A current member of the sport the previous school year and the coach's approval.*

Comprehensive Health (1/2 unit) Health education is a planned, sequential curriculum that addresses the physical, mental, emotional and social dimensions of health. The curriculum is designed to motivate and assist students to maintain and improve their health, prevent disease, and reduce health-related risk behaviors. Students can earn a credential in BLS.

PE I, II, III, IV (1 unit each or ½ unit each) Physical Education (PE) emphasizes physical fitness, coordination, conditioning, and individual and team sports competition with an aim toward improvement in individual skills and techniques in each activity.

## **J.R.O.T.C.**

Leadership Education and Training (JROTC) (1 unit each) (Grades 9, 10, 11, 12) This course may be substituted for H & PE requirements for graduation. The student must meet the following requirements in order to participate in the program:

- A. Minimum ninth grade
- B. Citizen of the U.S. or approval of his/her government
- C. Physically able to participate in Physical Education
- D. Project a presentable appearance
- E. Incoming new cadets should attend Summer Seminar
- F. NO military obligation

Leadership Education JROTC I, II, III, IV, V (1 unit) The Army ROTC program is divided into two categories: Leadership Education (academics) and Leadership Training.

- Leadership Education includes Leadership Theory, Foundations for Success (Life skills), Wellness, First Aid, and Substance Abuse, Geography (map reading) and Earth Science, Citizenship and American History.
- Leadership Training includes Leadership Application (drill and ceremony), Physical Education. Command and Staff Procedures, Safety and Marksmanship.

Extracurricular activities include: Drill Team, Color Guard, Rifle Teams, Summer Camps, Cadet Challenge Teams, Quiz Bowl Teams, Military Ball. Service Learning Projects and Community Service are emphasized.

## ELECTIVE COURSES

### Art

Art I (1 unit) Students will have studio experiences in drawing, painting, printing, and three-dimensional design. Students will study the elements of art and design as well as the works of major artists and art movements. NOTE: Lab fee and/or purchase of supplies will be required.

Art II (1 unit) Students will use a wide variety of approaches and subjects to complete a body of drawings that are “finished works.” Drawing of designs, printing, and painting will be covered as well as art movements and elements of design. NOTE: Lab fee and/or purchase of supplies will be required. *Prerequisite: A “C” or better in Art I.*

Art III (1 unit) Art III involves the study of design, acrylic painting, pastels, charcoal drawing, and three dimensional designs. Major art movements and artists will be studied. Emphasis will be placed on independent work and recurring theme. Student will be required to display their work and will be strongly encouraged to enter art competitions. NOTE: Lab fee and/or purchase of supplies will be required. *Prerequisite: A “C” or better in Art II.*

Art IV (1 unit) This course is designed for students who have exceptional interest or ability in art. Emphasis will be placed on individual interest and goals. Art careers will be explored. Students will be required to display their work and will be strongly encouraged to enter art competitions. NOTE: Lab fee and/or purchase of supplies will be required. *Prerequisite: A “C” or better in Art III.*

### Band

Advanced Band Marching/Concert (1 unit) All students including color guard and percussionists must enroll in this class. This course prepares students for public appearances and teaches the basic understanding of music fundamentals. This course requires rehearsal after school and includes performances in various community activities. Students will also participate in a concert ensemble during the second half of the year where they will study a variety of concert and solo literature. Music theory and pedagogy will be integrated throughout the semester. *Prerequisite: Previous band experience.*

NOTE: Band fees are required at each school. Parents should consult individual band directors for additional information. Performances dates and times will be communicated as soon as they are available. Members are required to attend all extra rehearsals and performances.

### Choir

Advanced Choir (1 unit) Advanced Choir is a performing arts course that focuses on the development of advanced singing skills and music literacy. Students are responsible for fulfilling all participation requirements of the choir, which include but are not limited to the following: positive daily participation, after-school rehearsals, auditions, concerts, contests and special performances. Most choir events occur after school and many will require travel to a location off

campus. **An audition required for students NOT currently enrolled in choir and open to incoming 9-12th grade students.**

### **Fine Arts Survey**

Fine Arts Survey (1 unit) Fine Arts Survey is a survey course of the allied arts which will review the history and relationship of the visual and performing arts, music and dance, with major emphasis on student participation in related art activities. Art forms will be viewed and studied for their contribution to humanity. *Prerequisites: Junior or Senior status.*

### **Foreign Languages**

French I (1 unit) French I is a *college preparatory* course designed to develop the basic skills of listening, speaking, reading, writing, translating, and to increase cultural awareness. Because success in the study of a foreign language is dependent on mastery of grammatical concepts of the English language, it is recommended that a student have no grade lower than a “C” in English I. *Prerequisite: Junior or Senior status.*

French II (1 unit) French II is an intermediate course with emphasis on more intense oral expression, reading, and writing with special concentration on comprehension. French II is a *college preparatory* course. *Prerequisite: Grade of “C” or better in French I and in previous English courses is recommended.*

Spanish I (1 unit) Spanish I is a *college preparatory* course designed to develop the basic skills of listening, speaking, reading, writing, translating, and to increase cultural awareness of the Hispanic world. Because success in the study of a foreign language is dependent on mastery of grammatical concepts of the English language, a student should have no grade lower than a “C” in English I. *Prerequisite: Junior or Senior status.*

Spanish II (1 unit) Spanish II is an intermediate college preparatory course with emphasis on more intense oral expression, reading, and writing with special concentration on comprehension. *Prerequisite: Grade of “C” or better in Spanish I and previous English courses recommended.*

### **Jump Start Electives**

Accounting (1 unit) This course is designed to introduce students to basic accounting theory and procedures along with current applications of computer technology in accounting. Emphasis is placed on the mastery of basic accounting concepts and procedures. Mathematical, critical thinking, problem solving, decision making, technology and team building skills are reinforced in this course.

Adult Responsibilities (1/2 unit) This course focuses on developing necessary skills to meet the demands of life following high school. Facing the realities of transitioning into their adult lives in an ever-changing world, students need to develop adult living skills. This course promotes further development of personal development, communication and relationship skills. In

addition, this course explores dealing with the following crisis situations: divorce, depression and suicide, sexual assault, addiction, and death and dying. *Prerequisite: Junior or Senior status.*

Advanced Child Development (1/2 unit) This course builds on the foundation skills introduced in Child Development. Advanced Child Development addresses the more complex issues of child development and early childhood education with emphasis on guiding physical, social, emotional, intellectual, moral and cultural development throughout childhood, including school age children. NOTE: Lab fee may be required. *Prerequisite: Child Development; Sophomore, Junior or Senior status.*

Advanced Nutrition and Foods (1/2 unit) This course focuses on kitchen safety & sanitation and basic cooking terminology & skills. Emphasis is placed on the following topics: meal planning and shopping for food; food safety and storage; preventing kitchen accidents; reading recipes; food preparation techniques and cooking methods. NOTE: \$15 Lab fee is required. *Prerequisite: Nutrition and Foods.*

Agriscience I (1 unit) Agriscience I provides students with basic knowledge of agriculture and the science applications in agriculture. This course includes units in animal science, soil science, plant science, agricultural mechanics (**welding and wood working**), food science technology, and agricultural leadership.

Agriscience II (1 unit) Agriscience II provides students with knowledge of agriculture and science applications in agriculture. This course includes units in animal science, soil science, plant science, agricultural mechanics and agriculture leadership. Supervised agricultural experience programs and FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies. Students who take Agriscience I and II may use them to create one science credit for the TOPS/University diploma track. *Prerequisite: Agriscience I.*

Agriscience III (1 unit) This course is an advanced study in Agriscience based upon the local agricultural workforce and economic needs of the community. The major areas of study may include personal development skills, animal systems, plant systems, environment issues, and mechanical skills. Supervised agricultural experience programs and FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies. *Prerequisite: Agriscience II.*

Agriscience Leadership (1 unit) This course is an advanced study in Agriscience based upon the local agricultural workforce and economic needs of the community. Mathematics, science, English, biology, and human relation skills will be reinforced in the course. Supervised agricultural experience programs and FFA leadership activities are integral components of the course and provide many opportunities for practical application of instructional competencies. *Prerequisite: Agriscience III.*

Business Computer Applications (1 unit) This course is designed to acquaint students with the advanced principles associated with information processing. Using the 2016 Microsoft Office suite, students study MS Word, MS Excel, and MS PowerPoint. Topics of study include

computer concepts, word processing, spreadsheet, and presentation software applications, which progressively increase in difficulty as the course progresses. Communication, keyboarding, decision-making, and critical thinking skills are reinforced in this course through business application projects. Emphasis is placed on skill development in using computer technology to obtain the industry-based certification credential as a Specialist in the areas of MS Word, MS Excel, and MS PowerPoint. *Prerequisite: Introduction to Business Computer Applications. A grade of "C" or better is recommended.*

Child Development (1/2 unit) Students will study the physical, intellectual, social and emotional growth and development of children from birth through early childhood. Topics studied will include impact of heredity, environment and family on development of the child; conception, pregnancy and prenatal development; preparation for birth and the birth process; and newborn care. Emphasis is on helping students create an environment for children that will promote optimum development. *NOTE: Lab fee may be required. Prerequisite: Sophomore, Junior or Senior status.*

Customer Service (1 unit) This course will prepare the student specifically for entry-level retail sales concentrating on consumer sales, service and education. The course stresses the concepts of teamwork, communication, customer service mindset, and self-evaluation. This course requires students to complete various projects with the goal of preparing the student for any future industry they may be employed in. By the end of the course, students will have the knowledge that employers have agreed are necessary for success in retail and related industries that are needed to provide quality customer service across the service industry. Best practices for building resumes and navigating job searches are also covered in this course. Upon completion of the course requirements, students will be eligible to test for the National Retail Federation Customer Service credential exam. Learners who earn this certification will master customer service and sales skills, including understanding the customer life cycle, developing effective strategies to engage customers, assessing customer needs and closing sales. Best practices for building resumes and navigating job searches are also covered. This course is perfect for someone interested in or currently working in a customer facing role, whether in retail or another industry. *Prerequisite: Student must be at least 15 years old to schedule Customer Service.*

Food Science (Formally named Food Services I) (1 unit) This is the first of two courses in which students learn food preparation techniques with an emphasis on quality foods, catering, and basic skills needed to be part of a professional food service team. Safety and sanitation standards expected of workers in the food service industry are covered, with an emphasis on the Hazard, Analysis Critical Control Point (HACCP) system, and becoming familiar with Servsafes' Food Handler curriculum and test. Appropriate work-based learning strategies for this course are field trips, job shadowing, and school-based enterprises. Simulations, projects, and teamwork provide opportunities for application of instructional competencies. *NOTE: \$30 Lab fee is required.*

Food Service II (1 unit) Food service II provides the student continuing instruction of the competencies, characteristics, and expectations of careers in foodservice and hospitality management careers. Topics include units on the preparation of sauces-stocks-soups; appetizers; meats; poultry; seafood; fruits and vegetables; salads and dressings; starches; herbs and spices; baking; desserts; and the various table service skills and styles utilized in the foodservice



industry. Instruction also includes units of marketing, employment law, accounting, human resources, purchasing, inventory, controls, pricing and profitability, and assessment of the leadership skills essential to a successful hospitality management career. The student will take the Servsafe Managers test, which is an IBC for certain pathways in the Jumpstart Program. A Jump Start student who takes this course should be scheduled to take Prostart I, or be in a pathway where Food Service is one of the Pathway Specific Courses. TOPS/University students may also take this course as an elective. NOTE: \$30 Lab fee is required.

Introduction to Business Computer Applications (1 unit) This course is designed to provide students with basic computer application skills. Students will learn the most important topics and features of Microsoft Office 2016 to produce business, academic, and personal documents. Students will first be presented with an overview of essential computer concepts and Windows 10. From there students move into the applications Word, Excel, and PowerPoint. Students will work on Modules integrating all four applications. Students will wrap up the course with Outlook 2016. *Prerequisite: Keyboarding.*

NCCER Core (1 unit) The NCCER, National Center for Construction Education and Research, Core curriculum consist of modules needed for construction: basic safety, construction math, introduction to hand and power tools, reading blue prints, basic communication skills, and basic employability skills. Students must pass a performance and/or written test at the end of each module. Students will receive a NCCER Core Card at the end of the year considering a 70% passing rate on each module. This course is required for all students prior to taking Woodworking, Carpentry 1, Welding 1, Electricity 1 and Plumbing 1.

Nutrition and Foods (1/2 unit) This course provides students with information about personal health, wellness and nutrition. Emphasis is placed on the following topics: food diversity & culture; food science & technology; nutrients and the digestive system; health challenges; and nutrition throughout the lifespan.

Parenthood Education (1/2 unit) Students take a look at rewards, responsibilities, and challenges involved in the parenting role. The importance of the decision to become a parent is reinforced in each unit. Topics covered include human reproduction, pregnancy, heredity, medical care, childbirth, caring for a newborn, emotional adjustment, nutrition, discipline, guidance, family characteristics, child care, budgeting, meeting the needs of exceptional children, and providing a nurturing environment for toddlers and preschool children. Balancing work and family responsibilities is a major focus of this course. NOTE: Lab fee may be required. *Prerequisite*": *Junior or Senior status.*

Principles of Business (1 unit) This course is an introductory course that provides students with basic business operations skills that can be applied in both personal and professional situations. Emphasis is placed on the exploration and description of basic business concepts and applications, through business application projects, critical-thinking, oral and written communication skills are reinforced in the course.

Psychology (1 unit) This is an excellent elective for the college-bound student. It is recommended for average or above average students and is for those students who wish to learn

about man and his behavior. The history of psychology and basic brain anatomy are the major areas of study. The course deals with the various psychological theories and abnormal psychology.

Speech I (1 unit) This course is designed to introduce students to verbal and non-verbal communication. Areas of study will include: study of the voice and body as tools of communication, introduction to public speaking, oral interpretation, and interpersonal communication. Students will be required to research topics, write and present speeches. Weekly presentations of varying sorts will be required.

Speech II (1 unit) This course is designed for students to further their public speaking skills. Students will be required to research topics, write, and present speeches. Weekly presentations of varying sorts will be required. *Prerequisite: Speech I.*

Virtual Workplace Experience II (Formally named Entrepreneurship) (1 unit) This course is an intensive study detailing all aspects of creating and operating a small business. This class will focus on writing business plans, financing, managing operating costs as well as successful strategies to streamline efficiency and maximize profit. Students will be required to work with local businesses outside of school to conduct interviews. The students will take the Micro-Enterprise credential aligned with this course.

### **Publications**

Publications I (1 unit) Publications I introduces the student to the fundamentals of journalistic procedures as they apply to yearbook production. Included are writing, editing, design, graphics, typography, advertising, finance, public relations, ethics, and legal knowledge. Students scheduling this class should possess the following qualities: Cooperation, imagination, dedication, responsibility, and good writing skills. After-school work is sometimes required in the production of the yearbook. NOTE: Students will be required to solicit advertisements from area businesses. *Prerequisite: Sophomore – Senior status; incoming Freshmen by application only.*

### **Student Improvement Courses**

ACT Prep (1/2 unit) \*\* E2020 ONLY\*\* This course will prepare college-bound students for the ACT. The course will address test taking skills as well as review of subject matter. *Prerequisite: Junior or Senior status; student must be pursuing a college prep curriculum; student must have completed Algebra II or be enrolled in Algebra II concurrently.*

### **Theatre**

Theatre I (1 unit) This course is designed for students **interested in the performing arts**, as both participants and spectators. Topics covered will be an introduction to theatre, building acting skills, appreciating plays, and special topics in theatre. The course is activity driven and active participation is expected. Since the culminating activity will be a live performance, some after-school rehearsals may be required.

Theatre II (1unit) This course is designed for students who have taken Theatre I and want to further the skills they have acquired. The course will be activity driven. Since the culminating activity will be a live performance, some after-school rehearsals may be required. *Prerequisite: Theatre I.*

Theatre III (1unit) Theatre III is an advanced course for students interested in drama and directing. After-school participation is required. *Prerequisite: Theatre I and Theatre II.*

### **COMMUNITY –BASED CURRICULUM**

Community – Based Life Skills Students enjoy an integrated community-based program. Participation in all regular school activities assists students in social integration and helps them increase their employment training skills also working on functional academics.

### **STUDY SKILLS**

Study Skills II, III, IV (1 unit each) Study Skills classes provide students with learning skills specific to learning style, time management, organizational strategies, note-taking and test-taking strategies, decision- making skills, and self-advocacy skills. Study Skills classes also help students prepare for the exit exams. *Prerequisite: Student identified as exceptional according to Bulletin 1508.*

### **EDGENUITY (E2020) COURSES**

Virtual Class (units vary) E2020 is an online opportunity for students to gain Carnegie units for courses. This program is used both during the school day and after school. Students work at their own pace. The program grades student work as soon as the student completes an assignment and or test. The grading scale on e2020 course is the same as the grading scale used in the classroom.

### **DUAL ENROLLMENT/CONCURRENT ENROLLMENT CLASSES**

Dual enrollment classes and/or concurrent enrollment classes are available through L.E. Fletcher Community Technical College and Nicholls State University. Students should see a counselor for additional information.

### **CAREER MAGNET CENTER (CMC) COURSES**

Use the link below to get more information on all courses offered at CMC.

[https://docs.google.com/document/d/1bDCn15wugOjznnQu\\_0UrfcM9Jov8WXowPgb5z74zpJA/edit?usp=sharing](https://docs.google.com/document/d/1bDCn15wugOjznnQu_0UrfcM9Jov8WXowPgb5z74zpJA/edit?usp=sharing)