

IDA HIGH SCHOOL
2006 - 2007

MISSION STATEMENT

Ida High School, in partnership with the community, will provide the means to maximize the potential of all students. We will encourage excellence and offer a curriculum that will empower all students to become responsible individuals, life-long learners, and productive citizens.

BELIEF STATEMENTS:

THE STAFF OF IDA HIGH SCHOOL BELIEVES:

- 1) Every student needs to learn self-responsibility and each student needs self-confidence and self-esteem in order to be successful.
- 2) The learning environment must be a positive, disciplined, and fresh setting in order to foster a student's awareness of his/her potential.
- 3) A student should develop critical thinking skills beyond a mere accumulation of rote knowledge.
- 4) School should be more diverse to meet the varied needs of students and society; curriculum should have high expectations and engender positive attitudes toward knowledge.
- 5) A student can and will learn more in an intellectually charged environment.

YOUR HIGH SCHOOL SCHEDULE OF SUBJECTS

The counselors in the Guidance Department will help you with important decisions concerning your future. He/she will not make decisions for you but will help you make decisions for yourself. Remember--the ultimate responsibility of course selection lies with you, the student, and your parents. Students come to a counselor with many kinds of problems: academic, vocational, and personal. One of the most common problems is "What subjects are best for me to take in high school?" This is an individual matter so the counselor will discuss it with you as an individual. The Guidance Department will schedule a conference (or as many conferences as are necessary) to help you set up a high school course of study. Your parents are invited to make appointments with a counselor on any regular school day.

GENERAL GUIDELINES FOR UNIVERSITY BOUND STUDENTS

TESTS

9th Gr. MEAP Required for graduation.

CAREER CRUISING BRIDGES Career Interest Surveys † a variety of tools may be used to help explore career options.

PLAN Preliminary ACT (Taken in the fall of sophomore year, not required, but highly recommended. Also provides career insights.) Determines dual enrollment.

PSAT Preliminary Scholastic Aptitude Test
(Taken in October of junior year--not required but highly recommended.)

ACT American College Test
SAT Scholastic Aptitude Test
(Both are college entrance examinations--which test is taken is determined by the admission requirements of the college or university in question. Tests can be taken in the Spring of the junior year or Fall of the senior year. The ACT is used by the State of Michigan as one criteria for eligibility for the State Scholarship Program--therefore, we urge all of our college bound students to take the ACT.)

MI Merit Test State of Michigan required test. Taken in spring of junior year. Required for graduation.

STRONGLY SUGGESTED COURSE OF STUDY

ENGLISH 4 years of English and/or Speech and Senior Composition.

MATH 3 years recommended--(Algebra I, Geometry, Algebra II)
Minimum requirements--Algebra I and Geometry.

COMPUTERS 1 year recommended

SOCIAL STUDIES 3 years--World History, Geography, American History, Economics, and Government.

SCIENCE 3 years--Physical Science, Biology I, Chemistry, Physics, and Biology II.

FOREIGN LANGUAGE 2 years

IDA HIGH SCHOOL REQUIREMENTS FOR GRADUATION

1. Beginning with the Class of 2005, 24 credits are required for graduation.
2. Any exceptions to any of the above rules and regulations must have the approval of the Ida Board of Education.

Required Class Sequence for 2007, 2008, 2009, and 2010

9 th	10 th	11 th	12 th
English	English	English	Electives
Mathematics	Mathematics	Mathematics	
World History	Science	Careers	
Geography	American History	Government	
Science	Health	Economics	
Physical Education			

Grade Classification

Ida High School classifies students by graduating class upon their entry into the high school (i.e, Class of 2007, Class of 2008, Class of 2009, Class of 2010). In order to graduate in 4 years, students should plan to complete 6 credits per year.

IMPORTANT STATE GUIDELINES:

I. DUAL ENROLLMENT (Information in guidance office)

A junior or senior interested in dual enrollment (taking classes at Ida High School and a post-secondary educational institution) is allowed to enroll in the subject areas for which he/she has achieved state endorsement; computer science or foreign language not offered by the school district; or in fine arts as permitted by the school district.

Students are advised to consult with the high school guidance office for more specific guidelines as the Michigan legislature clarifies dual enrollment rules and regulations. Juniors must be endorsed in all five areas to dual enroll. Senior requirements vary.

The dual enrollment course grade will be factored into the student's high school g.p.a. The student is responsible for his/her own transportation to and from the off-campus course and the materials necessary for that course (books, equipment, etc.) Ida High School pays for tuition and fees only.

II. (E.D.P.) Educational Development Plan

Each student throughout high school will be encouraged to maintain a student educational development plan. It should include:

- A) annual academic & non-academic plan;
- B) career preparation record;
- C) record of academic achievements;
- D) record of recognitions & accomplishments
- E) records of extracurricular activities submitted by the student
- 6) personal references

7. CONSORTIUM CLASSES

Any junior or senior interested in taking courses at a high school in Ida's Consortium should discuss course offerings/availability with the Guidance Office.

IV. TESTING OUT OF HIGH SCHOOL COURSES

Ida High School will allow any high school student not enrolled in a particular course the opportunity to test out of that course by exhibiting mastery (78% or better) on a comprehensive test of the course material. Testing out will not effect credit total or G.P.A. of the student. In addition, once a student has tested out of a course, he/she may not receive credit for a lower level course in the same subject area. (Guidance office can provide more information.) The high school office must receive the testing out request **PRIOR** to May 1 of the school year before the student is required to take the class. (Example → a student who wishes to test out of American History -- 10th grade requirement -- must make the request by May 1st of his freshman year.) Students may only attempt to test out once per class.

V. TECH PREP ARTICULATION AGREEMENT

Monroe County Community College and Ida High School have entered an articulation agreement that is designed to prepare students for successful completion of their secondary educational careers and provide a well coordinated entry into the college environment. This agreement acknowledges and fosters the close working relationship needed between Ida Public School System and Monroe County Community College. Both parties recognize the vital need for coordinated curriculum offerings and requirements necessary to prepare the student for success academically, professionally, and personally.

The scope of this agreement will encompass development of secondary course sequences appropriate to successful entry and completion of the student's choice of occupational/technical programs at Monroe County Community College. In addition, for those students who choose an

occupational/technical career program as part of their high school completion, validation examinations will be offered by the College in cooperation with Ida High School. The tests will provide the students with opportunities to gain credits toward completion of their college careers.

College credit will be awarded to those students who pass the validation exam(s) with a minimum score of 70 percent.

ENGLISH & FOREIGN LANGUAGE

Basic English I (Prerequisite: Teacher Approval ✧ Required Freshman Course)

This freshman course is designed to help improve reading, writing, and spelling skills necessary for success in high school. If a student feels he/she needs to devote extra attention to these skills, plus develop new skills, Basic English I should be considered.

English I (Required Freshman Course)

This freshman course is designed to provide the student with an appreciation and understanding of literature, composition, writing skills ✧ including proper use of grammar, and study skills. It is primarily set-up to continue to work on language development. Students will keep journals, work on library skills, research skills, and extensive writing and grammar skills. Writing on a one-to-two page research paper is required. Introduction to literary terms and their application to the variety of literature covered in class will help the student in his/her understanding in this area. A one-to-two page research paper is required.

Advanced English I (Prerequisite Teacher Approval ✧ Required Freshman Course)

This freshman course is designed for the above-average English student who enjoys in-depth assignments that challenge his/her abilities. The student who selects Advanced English I should be self-motivated, and willing to allot the time necessary to work at the best of his/her abilities throughout the entire course. Vocabulary and literature will be the main focus. Students may be required to obtain the novels and plays read in class. A research paper is required.

Basic English II (Prerequisite: Teacher Approval ✧ Required Sophomore Course)

This sophomore English course is a continuation of Basic English I. Throughout the year students will further develop skills in reading, thinking, writing, listening, and speaking. The requirements and expectations are the same as English II; however, modifications are made based on students' needs and abilities.

English II (Required Sophomore Course)

This sophomore course is designed to build on the basic skills taught in English I. The student will be expected to continue to develop his/her writing skills. Students will utilize the 6 + 1 writing traits in various genres. A portfolio of all writing pieces will showcase the student's work. In literature, the student will apply his/her understanding of literary devices and use his/her knowledge to begin analyzing various aspects of literary works (novels, short stories, plays, poetry, and essays) covered in class. To encourage students to read, outside reading books will also be required. Oral communication (speaking and listening) will be stressed throughout the course, as well.

Advanced English II (Prerequisite: Teacher Approval- Required Sophomore Course)

This sophomore course is designed for the above-average English student who enjoys in-depth assignments that challenge his/her abilities. The course will cover the same areas as English II, but will demand more intensive reading, writing, and development of communication skills. The student who chooses this course must be self-motivated and conscientious. Students may be required to obtain the novels read in class. A research paper is required.

Basic English III (Prerequisite: Teacher Approval- Required Junior Course)

This junior English course could be called "survival English" for it is designed to help the student gain skills necessary for the job market and independence. Not for college-bound students.

English III (Required Junior Course)

This junior course builds on skills taught in English II, further developing a knowledge of literature and literary devices, group work, composition, and research. Vocabulary is strengthened through reading. Grammar, organization, and thinking skills will grow through writing assignments. The course focuses on American literature. At least four novels or plays per semester will be read; some may have to be obtained by the student. At least one research paper is required. Media and career exploration may also be offered.

Advanced English III (Prerequisite: Teacher Approval ✳ Required Junior Course)

This junior course is for serious students who enjoy reading and are preparing for advanced senior work and/or college. The objectives of the course are to read and appreciate American literature; to develop an understanding of American culture; to develop a sense of American history, thought, and philosophy; and to develop skill in oral and written analysis. Student may be required to obtain the novels read in class. There is a strong emphasis on written work throughout the course. A research paper will be required.

English IV (Prerequisite: Senior Status)

This senior level course is a survey of literature based upon several assumptions: student has learned to read literature intelligently and sensitively; student is familiar with standard literary techniques; student has a command of basic vocabulary of literary terms; student has learned to discuss and write about literature as an art form; and student enjoys reading.

The student will be exposed to a variety of literature and authors. A list of novels and plays that may be read is available upon request. The student must provide his/her own books. Approximately 16 novels are read during the year.

Speech (Prerequisite: Senior Status)

This senior course focuses on the basic principles of the communication process and improving the student's skills in speaking, listening, and writing. Required presentations will include speeches to demonstrate, inform, and persuade. Impromptu speaking and oral interpretation of a literary selection will also be included. Research in the library is required. All topics must be approved. Student must have attained senior status.

Senior Composition (Prerequisite: Senior Status)

This senior course is designed to prepare students for English composition classes at the college level. Focus will be on the four writing styles: descriptive, expository, narrative, and persuasive. Students will read these four types of essays and implement techniques used by experts in the field. Students will write regularly to develop their skills. Grammar review and extensive vocabulary work is also required.

A thesis type research paper, at least 2000 words in length, is required.

Journalism (Pre-requisites: Sophomore or Junior Status; above average English grades; commitment to the entire year, not just one semester; teacher approval)

This course could be subtitled "Yearbook and/or Newspaper Production Class." Students are required to work on both publications throughout the school year. The class concentrates on creating the yearbook the first semester, but also publishes a school paper every two/three weeks during the school year as time permits. Students develop interviewing and writing skills, as well as layout and production techniques, as they are utilized with newspaper and yearbook production. Journalistic style is stressed. Students are also involved in the business end of publishing, selling yearbooks, as well as ads to local businesses and families to help support the publications. Some out of school time will be required, including several days of workshops during the summer recess.

Spanish I

In Spanish I, the skills of listening, speaking, reading and writing are emphasized. The student learns useful vocabulary for some basic communication. A good background in English is helpful, but not a pre-requisite.

Spanish II (Prerequisite: C average or better in Spanish I or teacher approval)

Spanish II builds upon the information learned in Spanish I. There is a continued focus on vocabulary building and the introduction of the past and future tenses. Further refinement of listening, speaking, reading and writing skills is emphasized.

Spanish III (Prerequisite: C average or better in Spanish II or teacher approval)

Spanish III builds upon information and structures previously learned. The perfect tenses and the subjunctive mood are introduced. Communication and use of language are stressed. Students will have the opportunity to do creative writing in Spanish, to read short stories, and to develop a wider appreciation of Hispanic culture.

Spanish IV (Prerequisite: C average or better in Spanish III or teacher approval)

Spanish IV students work independently much of the time. They will review some previous material and work on problem areas, further developing their communication skills in the language. Students will be expected to speak, write, and read in Spanish in class.

SOCIAL STUDIES

Geography (Required Freshman Course)

This semester course investigates physical, economic, and cultural geography based on the five themes of geography. Students will be expected to understand general and thematic maps, interpret charts and graphs. Students will be expected to complete a written project in addition to regular course studies and participate in class discussions. The course is designed to give students a global perspective of world environmental and economic issues.

Modern World History (Required Freshman Course)

This semester survey course explores the major historical themes of revolution, industrialization, imperialism, and nationalism, and how these themes have changed and shaped the world. Emphasis will be placed on the cultural and historical backgrounds of major world events and how they relate to the historic themes. Students will be required to do reading and writing assignments, participate in class discussions, and a written research project.

American History (Required Sophomore Course)

Content of this course focuses primarily on 20th century America, including units on industrialization, immigration, World War I, The Great Depression, World War II, the Cold War, the Civil Rights Movement, women's rights, the Vietnam Conflict and contemporary issues. The course promotes cultural literacy regarding social, political, and economic developments and core democratic values that have shaped present day American life. A substantial amount of reading, writing and research is required to successfully complete this two-semester course.

Government (Required junior course)

The purpose of this one semester course is to provide an opportunity for juniors to briefly explore the history, function, structure, and purpose of local, state and national governments. The course will concentrate on types of modern government; the American political system and process, the President and the executive branch, Congress and legislative branch, the Supreme Court and the judicial branch.

Psychology I (Junior or Senior Status)

The purpose of this course is to give Ida High School juniors and seniors a brief introduction into the field of psychology. Some students will want to take psychology to help prepare them for college and a later career. Basic fundamentals will be taught to help these students in future college courses. Various careers in psychology and related areas will be discussed. However, students taking psychology will develop a better understanding of themselves and others, and practical information for everyday human interaction and social psychology.

Psychology II (Prerequisite: Psychology I)

Psychology II is designed to provide an opportunity for the more serious psychology students to explore the field in more depth. The emphasis of the course will be to encourage students to learn more about topics in psychology which are of interest to them. Students will be able to study the causes and therapies for various mental disorders in more depth than in Psychology I; learn about intelligence (mental retardation, etc.) and psychological testing; examine the field of behaviorism.

Economics (Required Junior Course)

Economics will study a wide variety of topics. Discussed will be how these various topics apply to our world today. Topics will include: Basic Economics and economic systems, Credit, Saving and Investing, Banking, Supply and Demand, and Consumer Economics. We will primarily be looking at America's economy, but we will learn about world economies.

SCIENCEScience Exploration (Required Freshman/Sophomore Course)

This is a basic physical science course (study of nonliving aspects of nature). Covered are the basics of chemistry (matter, the atom, chemical change, kinetic theory) including household chemistry and combustion. Physics topics include electrostatics, waves, sound and light. The earth science topics of seasons and space science are included. Life applications are emphasized, and although this is not a math oriented course, emphasis is placed on problem-solving and using the metric system.

Physical Science (Prerequisite: C- in Algebra I)

This course prepares students for the study of chemistry and physics. Physical Science is a transition course. Students will begin to combine concepts with mathematical models. An overview of chemistry and physics will be accomplished by combining concepts, labs, projects, problem solving, and using algebra as a tool. Appropriate topics from astronomy and earth science will be included.

Biology I (Required Freshman/Sophomore Course)

Biology I is a general survey of the biological sciences. Basic designs and fundamental processes of living organisms are emphasized. Subject areas include the scientific method, microscopy, biochemistry, cell structure, function and division, genetics, taxonomy, the microscopic and macroscopic botany and zoology of the Great Lakes region, and ecological relationships. Laboratory sessions include using the microscope, dissection of an assortment of vertebrate and invertebrate animals, using the scientific method to investigate natural phenomenon, testing water, air and soil conditions, and various other investigations to reinforce material covered in the course.

Advanced Biology I (Freshman only)

This freshman course is designed as a continuum to the higher science levels: Physical Science, Chemistry, Biology II, and Physics. The subject areas parallel those of Biology I, but on a more advanced level. The course provides more field and indoor laboratory experience. Students participate in the River Raisin Watershed Project. One goal of the watershed project is to develop responsible land stewardship.

Biology II (Prerequisites: Sr. Status, Biology I, Chemistry, Chemistry 151 or 152 at MCCC)

This senior course is strictly a study of anatomy (structures) and physiology (functions). Two weeks of human evolution will be followed by a three-week review of biochemical and cellular biology. The remaining time is devoted to the systems of the human body, its organs and functions. Laboratories and demonstrations reinforce concepts covered in the course. Laboratory sessions include the dissection of the eye, heart, rat and fetal pig. The second semester exam is a comprehensive eleven system (nervous, urinary, muscular, etc.) exam.

Chemistry (Prerequisites: C in Algebra I or Algebra Principles, C in Biology I, and C in Physical Science, or teacher's approval)

This is a general chemistry course for the college-bound or academically-oriented student. Topics covered include lab technique, the scientific method, measurement, matter, energy, phases of matter, gas laws, kinetic molecular theory, atomic structure, bonding, periodic table, formulas, equations, the mole concept, solutions, acids and bases. Laboratory exercises are an integral part of the course stressing safety techniques and application of the concepts covered.

Physics (Prerequisite: C- in Algebra II, instructor approval)

This is a college prep course. Physics, the most fundamental science, is concerned with basic principals. The topics covered will be from (but not limited to) classical mechanics, thermodynamics, electromagnetism, special relativity, general relativity, and quantum mechanics. In order to cover topics in more detail a myriad of approaches will be used: theory, mathematics, labs, and engineering projects.

MATHEMATICS

NOTE: Students must earn a C- or better average to move to the next math level. Students who do not receive a C- average or better, but do not fail, receive a math credit, but must repeat the class for the better grade.

Math Lab (Prerequisite: teacher approval, not open to freshmen)

Individualized instruction will be provided for students who have deficiencies in specific math areas. Students will be identified by their previous math teacher, or by test scores, as needing remediation. Class size will be kept small, to enable students to receive individual help.

Algebra Principles (Prerequisite: 8th grade Pre-algebra -- not open to students who had Algebra I in the 8th grade)

Algebra Principles will stress solving equations, factoring, operations with signed numbers and variables, radicals, problem solving, graphing linear functions. This course is designed for students who would have more success working at a slower pace.

Algebra I (Prerequisite: teacher approval)

The student will be introduced to the basic structure of algebra, acquire facility in applying algebraic concepts and skills and perceive the role of deductive reasoning in algebra. Topics covered will include numbers and sets; variables and mathematical expressions; open sentences (equations); addition, subtractions, multiplication, and division of real numbers; transforming equations; using equations to solve problems; solving inequalities; addition, subtraction, multiplication, and division of polynomials; graphing functions and relations; per cents; fractions; rational and irrational number operations; factoring; and ratios.

Geometry Principles (Prerequisite: C- or better in Algebra Principles or teacher approval)

Most of the topics of regular geometry will be covered but at a slower pace, with more attention to numerical relationships as opposed to theoretical relationships.

Geometry (Prerequisite: Algebra I or Algebra Principles, with minimum of a C- avg. or teacher approval)

Geometry involves the student with deductively constructing a logical mathematical system, utilizing defined terms, undefined terms and assumed truth--the postulational approach. This course develops an articulation between basic algebraic skills, the deductive and inductive methods and the rigorous logical higher math, while acquainting the student with the properties

and relationships of the various geometric figures.

Accelerated Geometry (Prerequisite: Freshman Status, A or B in Algebra I and teacher approval.)

This course is designed to cover the material of geometry at a faster pace. More attention will be given to mathematical theory.

Algebra II (Prerequisite: C- in Geometry or teacher approval)

This course is a more intense and rigorous study of many of the concepts introduced in Algebra I. More importance is placed on the algebraic structures and less on the "plug-in" type computations. The course includes the study of higher degree polynomials, determinants, matrices, non-linear systems of equations and an introduction to co-ordinate geometry.

Pre-Calculus (Prerequisite: C- in Algebra II or teacher approval)

The course is designed to familiarize students with advance mathematical concepts that are needed prior to entering a study of calculus. Topics covered will include conic sections, exponential and logarithmic functions, graphs of polynomials, trigonometric functions, vectors, and parametric equations.

Senior Math (Prerequisite: Senior class status)

This class is a semester course designed to familiarize students with the mathematics they will encounter on a regular basis as consumers. While reinforcing mathematical skills and concepts, the focus will be on the application of those skills, not the remediation of them. Possible areas of study include: banks and credit unions, insurance, investments, loans, taxes, budgeting, housing.

Calculus (Prerequisite: C- in Pre-Calculus or teacher approval)

Before the actual study of calculus begins, a great deal of time is spent integrating previous course material, including a heavy emphasis on the analysis of a wide range of functions and analytic geometry. Limits and differential calculus are then studied along with their applications. An introduction to integral calculus concludes the year. Students enrolling in this class should have an appreciation for the study of mathematics and enjoy challenges.

BUSINESS EDUCATION

Typing I

This one-semester course will cover the business uses of the computer. This course will consist of keyboarding and word processing. Instructions will begin with the introduction of the keyboard using touch-typing techniques. Students will learn to type letters, reports, tabulations, lists and outlines. The average student will type about 40 words per minute by the end of the class. This will be a fast paced class so good attendance is necessary. There is no homework for this class as everything must be done in class and saved on the server. This is a classwork production based class.

Typing II (Prerequisite: C or better in Typing I)

Students in this one-semester course will continue to develop the personal use skills from keyboarding and word processing. In addition to practice on letters, reports, tabulations, lists and outlines, students will learn to type forms such as purchase orders, invoices, and memos. The average student will type about 50 words per minute by the end of the class. This will be a fast paced class, so good attendance is necessary. There is no homework for this class, as everything must be done in class and stored on the server. This is a classwork production based class.

Computer Science I

This semester course will introduce students to a basic computer system and the components of a motherboard. Students will use the *Microsoft Office Suite*, such as *Word*, *PowerPoint*, and *Excel* to import and export data from one program to another. Students will use these programs to create letters, type school reports, term papers, bibliographies, footnotes, endnotes, and to design clipart. Students will also have the opportunity to create powerful presentations using *PowerPoint*.

Computer Science II (Prerequisite: Computer Science I)

This advanced class is designed to use different applications in both the *Microsoft Office Suite* and *Corel WordPerfect Suite 9* programs. Students will continue to develop and design papers using *Excel*, word processing, and presentation programs such as *PowerPoint* and *Corel Presentations*. Students will also be introduced to desktop publishing tools using *Microsoft Publisher*. These applications will prepare students for college.

Computer Programming

The course is intended to provide another avenue to sharpen student's problem solving skills. The language used is B.A.S.I.C. Problems are assigned that lend themselves to computer solution and students and/or groups of students will solve them using a computer. As a side-effect of solving these problems, students will learn many of the statements, commands, and logic structures used in computer programming.

Accounting I (Junior or Senior Status)

This two semester course serves as an introduction to the basics on how to keep records (a set of books) for a business with one owner. Emphasis is placed on the basic principles, concepts, and procedures of accounting that every student must understand if he/she expects to have a maximum opportunity when he/she enters the business world. Realism is created when the student completes a practice set during a 32 week span in the third marking period. This will be a fast paced class so good attendance is necessary.

Independent Accounting (Prerequisite: Accounting I and teacher approval)

Students will solve accounting problems by using accounting software on the computer. Students will also learn to use the spreadsheet application to do accounting forms.

Business Law I (Prerequisite: Senior Status; Required Course for Senior Work Experience)

This first semester course deals with the law as it applies to the transactions between individual citizens and business. This course provides a thorough study of contracts as they affect business. The class will be taught by discussing problems relating to new material. A unit is spent on insurance of all forms: Property and Casualty, Automobile, Life, and Social. There is no homework, as all work is done in class. This course will also cover a variety of topics relating to the world of business and the role an individual plays. Class discussions are important so good attendance is critical.

Business Law II: (Senior Status; Required Course for Senior Work Experience)

This second semester course will cover the following topics: Business and its Environment, Information and Communication Systems, Management Responsibility, Financial Management, Production and Marketing Management, Human Resource Management, and Forms of Business and the Law. If you plan on enrolling in Business Law and Work Experience for a full year, you must pass both Business Law 1 and Work Experience 1 to enroll in Business Law 2 and Work Experience 2. Students who were not in Business Law 1 may sign up for Business Law 2 and Work Experience 2. Class discussions are important, so good attendance is critical.

CAREERS

Careers: (Required Junior Course)

This semester class will allow the student to prepare him/herself with the necessary workplace skills needed to be successful in the world of work. The course will cover career awareness, resume† and portfolio development, interviewing, teamwork, job shadowing, communication skills, in addition to self-awareness which will enable the individual student to be better prepared to make life choices. Each student will be required to arrange, with the teacher† s assistance, his/her own job shadowing experiences

INDUSTRIAL ARTS

Basic Drafting

A beginning course introducing the student to the basic drafting principles which enables him/her to graphically communicate ideas on paper. Emphasis is placed on line quality, equipment usage, and neatness. Areas of study will include lettering, measuring, sketching, multi-view and pictorial drawings, sections, auxiliaries, dimensioning, and working drawings. An introduction to (CAD) computer aided drafting will also be included. Designed for general education as well as a preliminary technical study.

Technical Drafting (Prerequisite: Basic Drafting)

A continuation of the basic class designed for the student who desires to become involved in any of the industrial occupations. Drafting techniques are studied in depth, with emphasis on complete and accurate graphic representation of objects. Metric measurements will be used extensively. Each student will be required to learn to read and use precision measuring devices including the micrometers and venier calipers. A continuation of the application of computer aided drafting (CAD) will be included.

Architectural Drafting (Prerequisite: Basic Drafting)

A course introducing the student to the basic principles and practices of residential construction. Included is the study of residential codes and practices, building material selection, with emphasis on the planning and designing aspects of the industry. Students will be working on plot plans, floor plans, elevations, electrical plans, etc. The last 9 weeks is devoted to completely designing and drawing a set of plans for a house. The computer aided drafting (CAD) applications will continue with several assignments.

General Woods

General Woods provides for the basic hand tool and machine operations, important technical information necessary for the students to have a thorough understanding and conception of woodworking. They will also develop an understanding of the essentials and elements of industry, and a knowledge of product design. Due to safety considerations, a student will not be allowed to remain in the course for the second semester unless he/she successfully passes the first semester.

Advanced Woods (Prerequisite: General Woods)

The course is an advanced woodworking class in which the knowledge and skills gained will be expressed in the planning and building of a variety of wood projects. Special emphasis will be placed on the safe use of standard woodworking machines. Due to safety considerations, a student will not be allowed to remain in the course for the second semester unless he/she successfully passes the first semester.

Carpentry (Prerequisite: C in General Woods, Teacher Approval)

The course is an academic advanced woodworking course focusing on residential construction standards. Knowledge and skills gained are expressed in the building of scale models and full size construction projects. Emphasis is placed on light frame construction following the Uniform Building Code and standard construction procedures. Heavy emphasis will be placed on learning and applying the Uniform Building Code.

Welding

This one semester course is designed specifically to provide the fundamental skills and knowledge in the basic arc and oxyacetylene welding processes. Classroom lectures and discussions will provide the necessary general and technical information essential to welding. Shop activities will be devoted to skill development. This will include exercises in making butt, lap, corner, edge, and T joints in the flat position. Additional instruction will be given in welding, brazing and cutting with the oxyacetylene equipment. Limited instruction and use of a portable flux cored wire welder, MIG welder, and TIG welder will also be included.

Home Maintenance

This course will prepare the student to perform many routine repair and maintenance tasks that he/she may encounter now or in the future. Areas of study will include basic plumbing and electrical repairs, painting, door and window repairs, plaster and drywall repairs, heating and cooling system maintenance, and more. Also included will be the selection, use, and care of hand/power tools used in the home shop.

Small Engines

This course is designed to provide the student with an understanding of the fundamentals of small engines basic operations. Areas of study include four and two stroke cycle engine mechanics, fuel systems, ignition systems, cooling systems, and lubrication systems. Other area of study will include engine tune-up, trouble-shooting, and maintenance. The students will be given shop experience time to perform basic engine maintenance and repair.

Power Mechanics (Junior/Senior Status)

A basic course covering all phases of automotive theory. Emphasis will be placed on the principles of operation and maintenance of the power, electrical, ignition, and hydraulic systems. Also emphasized will be the simple diagnosing and testing procedures needed to successfully make minor repairs and adjustments. Safety, work habits, tools and testing equipment will be covered in general.

Auto Mechanics (Prerequisite: Power Mechanics, Senior Status, and teacher approval)

A general automotive laboratory course dealing with the testing, diagnosing and servicing of the basics of the automobile. Emphasis is placed on learning the basic techniques of operating testing equipment and specialty tools, using service manuals, etc. Each student is required to complete specific service operations such as tune-up, lubrication, electrical system repair, brake system and numerous other system checks. Included will be a major study where the student will be involved in a specific in-depth study such as auto body repair, engine rebuilding or other areas of interest.

Independent Study (Industrial Arts) (Prerequisite: Approval of Teacher--1 credit only)

The student must have successfully completed two years in the area of work in which the independent study is desired; ie, woods, metals, drafting, etc. The student must have achieved a B average in all previous Industrial Arts courses. The student must submit a brief on anticipated goals in project and/or skill development to a teacher in the selected area. Approval must be given by the teacher, department, and high school principal. The student will be withdrawn from Independent Study at the end of the current semester if the quality of his/her work falls below a B average.

LIFE MANAGEMENT SKILLS

Parenting (Junior or Senior Status)

This course examines personal readiness to become a parent, and important issues related to raising healthy children and developing positive parent-child relationships. The main theme of the course is that parenting skills can be learned. The following topics will be covered: getting along with children; understanding and relating the changes in children as they grow in regards to physical changes, intellectual growth, and emotional development, and realizing the type of care children need at each stage; how a care giver can help a child develop; changes children make in the lives of their adult care givers; keeping children safe and healthy; and the legal rights and responsibilities of parents. Students will begin to recognize cognitive, emotional, social, and physical needs of young children.

Family Living (Seniors Only)

This course is designed to help prepare high school students for problems they will encounter in life * now and after graduation. Subjects covered will include personal evaluation and improvement, effective communication, stress management, managing financial affairs, and obtaining and keeping credit. It will also include discussions on love, marriage, and relationships, as well as personal tragedies such as domestic violence, illness, and death. Students will be required to budget for, and plan, a mock wedding, as well as complete an extensive project that demonstrates personal skills and talents

ART & MUSIC

Art I

An introductory course in which students will explore basic art and design elements. This class is for students with little or no art skills. We will be discussing what is Art, Art as careers, and how Art works with other subjects. The students will be developing an Art Vocabulary throughout the first semester that will help enhance their skills and better enable them for critiquing and class discussion. We will be exploring basic drawing techniques, application, and design process. The students will be doing 2-D designs from still art and other objects, and will be making a variety of 3-D designs from clay and paper mache. The students will be required to do a research project of an artist from the 20th century, do a presentation in front of class, and write a 3-5 page paper on that artist. Grades will result from portfolios, critiques, papers, projects, classroom behavior and participation, and written tests. Any student refusing to complete class activities and/or has repeated behavior-based discipline write-ups will be removed from the class.

Art II (Prerequisite: a "C" or better in Art I)

Students in Art II will be expected to have a working knowledge of color theory, design process, clay, 2-D, 3-D, drawing techniques, critiquing, and art language. Students will be working with a variety of media including pencil, charcoal, watercolors, acrylics, clay, and ink. Students will be exploring the Renaissance period and will be presenting an artist from that period along with a project and a 3-5 page research paper. Students will be studying the human form and proportions, drawing from live models and self-portraits. In addition to drawing models, students will be doing collages, looking at advertisement fallacies, rewriting advertisements, making portfolios, and a perspective project. Students will be exploring the world of Art through outside sources by implementing speakers from different schools, careers, and occupations, and by visiting museums and galleries. Students will be graded on class performance, completion of projects, papers, and a written test.

Advanced Art (Prerequisite: a "B" or better in Art II and teacher approval)

Students will design their program (with the instructor's approval) and work independently toward their goals. The teacher will establish the criteria for the students to follow which will include deadlines, media, research projects and a completion of a portfolio. The portfolio completion is a requirement for the course. Students failing to follow the established criteria will be removed from the class.

Concert Choir

The high school concert choir will be comprised of students in grades 9-12 who have developed in musical ability to meet the proficiency requirements set by the director. Students will be responsible for a school assigned robe, choir folder and music. All students will learn to read music including rhythms, note values, and terminology used in choral music. Singing and written tests will be given during each marking period to insure students understand the material presented. Students will also be required to write a paper one semester on a music-related subject. Concerts will be presented throughout the school year. Music performed by the choir will be from Renaissance Period through the Twentieth Century, both sacred and secular, in English and foreign languages, with emphasis being placed on correct style for the period of

music. Attendance at all concerts and rehearsals is required. Responsibility for getting to rehearsals and concerts is up to the student. Participation in recital night and district choir festival is required. (Exception: The student may write a composer paper instead of recital night.)

Wind Ensemble (Prerequisite: Approval of Director)

The Wind Ensemble will be composed of students in the tenth, eleventh, and twelfth grades that are developed enough in musical ability to meet requirements set by the director. Factors that will be considered when determining band placement will include: Membership in the Ida Band program the previous school year, a quarterly average of an A+ in band classes the previous school year, no unexcused absences from performances the previous school year, summer attendance (presence at all summer activities **or** excused absences for fewer than 25% of those activities) the previous school year, outside service to band program (including serving on band council/committee, set-up/tear down of a concert, after-school sectionals with younger students) the previous school year, participation in Solo and Ensemble the previous school year, and proficiency on instrument.

While a full year commitment is expected of the members, the school year will be divided into three units of study. The first nine-week period shall be devoted primarily to learning the mechanics and music style of field marching. The second and third nine weeks will involve the study of music written by various composers from the Early Baroque Era to the Modern Era. Emphasis will be put upon performance of the music at concerts and festivals. The fourth nine-week period will be used to teach the style of performing today's popular music plus working on the mechanics of street marching and the music related to it.

The student must attend additional out-of-school practices, take part in concerts, festivals, and other performances scheduled in the evenings and on weekends, and have time for practicing on assigned music out of school.

Symphonic Band

The Symphonic Band will be composed of students in the ninth, tenth, eleventh, and twelfth grades that meet the proficiency requirements set by the director, but need additional experience to reach the level of the Wind Ensemble. Wind Ensemble members may elect to join the Symphonic Band and study a second instrument, providing they obtain director permission in advance.

While a full year commitment is expected of the members, the school year will be divided into three units of study. The first nine-week period shall be devoted primarily to learning the mechanics and music style of field marching. The second and third nine weeks will involve the study of music written by various composers from the Early Baroque Era to the Modern Era. Emphasis will be put upon performance of the music at concerts and festivals. The fourth nine-week period will be used to teach the style of performing today's popular music, plus working on the mechanics of street marching and the music related to it.

The student must attend additional out-of-school practices, take part in concerts, festivals, and other performances scheduled in the evenings and on weekends, and have time for practicing on assigned music out of school.

HEALTH & PHYSICAL EDUCATION

Physical Education (Required Freshman Class)

The physical education course is required in the ninth grade. Various team and individual sports will be taught. Each student needs a pair of shorts, a T-shirt, socks, and regular tennis shoes that lace, tie and have a flat bottom surface. Every student is expected to participate each class period dressed in gym clothes. A written statement from a qualified physician is necessary to excuse the student from participation. Grades are based on participation, skill tests, written tests, proper gym clothes and care, attitude and sportsmanship, and absences.

Health (Required Sophomore Class)

The health class will be one semester. The student will learn about the mental, physical, and emotional health of a teenager. Topics will include nutrition, weight management, eating disorders, physical fitness, communicable diseases, human reproduction and STD† s. (AIDS education is also included.) The student will be evaluated through participation in class, tests, homework assignments, attitude and attendance.

Advanced Physical Education (Prerequisite: Freshman Physical Education with a minimum "B" or instructor approval)

The advanced one semester physical education class will be offered to students who have successfully completed the freshman physical education class. The areas covered will be Cardiovascular training, aerobics, softball, volleyball and other team/individual sports. Emphasis will be placed on fundamentals, rules, philosophy, strategy and theory of the different sports taught. Sports taught are subject to class size and student interest. Grades will be based on participation, skill and written tests over the various sports. This course is open to those students who have less than two credits in Physical Education.

SPECIAL PROGRAMS

MONROE COUNTY ISD TRAINING/EMPLOYMENT PROGRAMS

The Monroe County ISD sponsors three off-site training programs that eligible Juniors and Seniors may select. Eligibility is determined by a personal interview by the ISD coordinator of these programs. The three programs are:

1. NURSES AIDE TRAINING

Students earn $\frac{1}{2}$ credit toward high school graduation and a certificate for employment after successful completion of this training course. Students attend classroom and clinical training in nurse aide care. Parents must sign a parental consent form and must agree to ensure that the student has transportation to and from clinical sites. A TB test is required. Course work and clinicals begin after school. The locations will be announced.

2. CHILD CARE

Students can earn 3 credit hours and have hands-on experience in the child care field after successful completion of this year-long course. The student must be 17 or older, have a valid driver's license and no criminal record. Students will be placed on a 4-5 hour per day job site, and must attend an after-school child care class. Parents must sign a consent form and ensure the student's transportation.

3. AUTO BODY REPAIR

Students can earn 3 credits toward high school graduation and a certificate for employment after successful completion of this training course. Students are placed at an actual auto body repair business and learn on the job. Parents must sign a parental consent form and must agree to ensure that the student has transportation to and from the job sites. Placements will be either the first three or the last three class periods of the day, per arrangements made with the ISD coordinator. Please note that there are a limited number of open positions for these opportunities. Interested students need to earnestly commit to participate if they are selected for one. For more information, students should consult with their counselors.

COSMETOLOGY (Senior Status)

In conjunction with Monroe High School's vocational program, a small number of openings may be available to Ida students. Selection is based on interviews by the cosmetology instructor and Ida High School permission

MISCELLANEOUS

Work Experience (Prerequisite: Senior Status, Approval of Teacher, must be enrolled in Business Law)

The diversified cooperative work education program provides a method of instruction that combines classroom instruction with related on-the-job training. The program is for the senior student who has acquired the prescribed performance competencies--skills, knowledge, and attitudes-- needed for entry level employment in his/her specific occupational career objective, and wants to gain additional proficiency in an actual job setting. The course will be graded S or U. The student is required to be enrolled in Business Law. Coursework must be satisfactorily completed for both courses to receive credit. The student must follow the class rules and hand in weekly time sheets.

Directed Study

The purpose of directed study is to instill and support needed employability skills for the student, to better enable him/her to make the successful transition from school to work. Under the direction of a certified teacher, the student will be evaluated and graded (S,/U) on the basis of the following employability skills: attendance, cooperation, time-on-task, and personal management. The student successfully employing the required skills will receive. 125 credit for each semester.

A student who is placed into directed study after schedule changes have been completed may receive a ☆U✘ for that semester of directed study. This will be at the direction of the principal or assistant principle.

STUDENTS WILL BE ALLOWED A MAXIMUM OF ONE CREDIT AS A STUDENT AIDE. CREDIT/NO-CREDIT WILL BE AWARDED, NOT A LETTER GRADE.

Student Aide (Readiness Kindergarten) [Prerequisite: Teacher Approval]

The student aide will help in the classroom by assisting individual children, working with small groups of children, and making instructional materials to be used by the children.

Student Aide (Pre-Primary Impaired) [Prerequisite: Teacher Approval]

The student aide will help in the classroom by assisting individual children, working with small groups of children, and making instructional materials to be used by the children.

Student Aide (Resource Room) (Prerequisite: Teacher Approval)

The student aide will help the resource room teacher by organizing materials and working with students. It is especially important that the teacher be able to depend on you every day, so consistent attendance is crucial. You will be working with younger students who have a variety of learning problems. Other responsibilities may include organizing art materials, making photocopies, and stapling papers.

Student Aide (Hearing Impaired) (Prerequisite: Teacher Approval)

Student aides will assist teachers of the hearing impaired program with small group activities or with individual students. They will provide tutoring in directed speech or language activities, or assist in fine motor or gross motor tasks.

Student Aide (Office) (Prerequisite: Approval of Principal or Assistant Principal)

The student will perform a variety of office duties: selling school supplies, making photocopies, sorting mail, running errands, collecting attendance, assisting with various mailings, taking telephone messages, cutting forms, stapling, and other duties as assigned by office personnel.

ADDITIONAL FACILITIES

Library Media Center

The Library Media Center contains fiction and nonfiction books, reference books, magazines, web-based databases, and audio-visual equipment.

The library is open for research to all students and persons in the community. The library loans books and magazines for a period of three weeks to any student with a valid student i.d. card. Students are encouraged to take advantage of the loan service.

The library staff provides ongoing instruction in proper research procedures and will obtain materials from other Ida School District libraries when requested.

Students wishing to come to the library may do so during a directed study period, and before or after school. It is assumed that those who are in the library have come to read, research or study.

Resource Room

The resource room is a service based classroom for students who have been identified as either learning disabled, emotionally impaired or physically or otherwise health impaired. In a small classroom setting, the student works directly with the instructor on organizational skills, study skills and individualized educational program goals.

Hearing Impaired Program

The secondary unit of the Monroe County Program for Hearing Impaired Children is located in the high school. The program provides classroom instruction in subject areas for students whose needs are best met with small group instructions. One of the objectives of the program is to integrate hearing impaired pupils into classes with hearing students when such a placement is beneficial. Supportive services are available for those students who are mainstreamed.

CONSORTIUM CLASSES

In an effort to widen elective offerings for students at Ida, Dundee, Bedford, Summerfield and Whiteford High Schools next year, students **MAY** be given the opportunity to travel to a neighboring school to take courses that would not be available at their home school. (Courses are subject to availability.) These classes will be offered during the first two periods of the day. It will be the responsibility of the parents to provide transportation to the neighboring school.

The courses offered at neighboring schools will vary every year. Updated offerings will be available through the Counseling Office

