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## **INTRODUCTION**

This handbook should serve as guide to the student for planning course work with the goal of satisfying specific needs in addition to meeting state and local requirements for graduation. Descriptions of courses may be altered due to state standards changing.

**CURRICULA:** The student may select one of several curricula.

College Preparatory

Core 40

Tech Prep: Manufacturing/Engine Tech.

Business

Agri-science

Health Careers

The selection of the proper curriculum and electives is of utmost importance and should be based on careful consideration of interests, abilities, and the application a student gives in his or her work once a choice has been made. Serious study should be made of available courses. Final selection of courses should be made only after the student and the parents have given serious thought to the child's education in relations to what they want to happen after graduation. Experience tells us that selecting one particular curriculum, and staying with that plan, minimizes scheduling problems for the student.

**CLASS FEES:** Class fees are charged in certain classes where materials other than textbooks and workbooks are used.

**GRADUATION REQUIREMENTS:** The graduating senior will have to meet the following standards.

The Randolph Southern School Board has set the basic requirement of 44 credits for graduation from Randolph Southern High School. They have also set the policy that allows a student to graduate after the seventh semester if he or she is a full time student. The application to graduate early should be completed and given to the school principal by April 1st of the junior year. Students desiring mid-term graduation must complete all of the following requirements:

Make your intentions known to the counselor by April 1st of the junior year and do the following:

- a. Complete a meeting with your parents, the counselor, and the principal.
- b. Understand that you may not hold a class or organizational office

- c. during the senior year.
- c. Understand that you may not participate in any athletics during the second semester when you are not in school.
- d. Be able to substantiate with a logical and acceptable rationale the reasons why early graduation is necessary or desired.
- e. Attend the fall semester with a full schedule.

CREDITS: A credit is earned by passing a subject requiring attendance one period a day, five days a week, for the duration of one semester or one-half year. A solid is a subject for which one credit is given for each semester. The following credits determine status throughout high school:

- 10 Sophomore
- 20 Junior
- 30 Senior
- 44 To Graduate

Ivy Tech Articulation – an agreement between Randolph Southern & Ivy Tech that classes taken within the Business Department would count dual credit – Word Processing; Desktop Publishing; Digital Communication Tools; effective Spring 1997. Students must earn a “B” or better during their junior or senior years.

GRADING SCALES FOR GRADE CLASSIFICATION:

A+	4.334	A	4.000
A	4.000	B	3.000
A-	3.667	C	2.000
B+	3.334	D	1.000
B	3.000	F	0.000
B-	2.667		
C+	2.334		
C	2.000		
C-	1.667		
D+	1.334		
D	1.000		
D-	.667		
F	.000		

SPECIAL NOTE: All high school course offerings are open equally to both male and female students.

STUDENT SCHEDULING TIME: Students will be scheduled early each spring so that appropriate plans can be made for the coming school year. Each student is responsible to know what he or she is to be taking. The Guidance Department

will attempt to inform all students and to counsel with all students during the scheduling time. Students should discuss the requirements and available course offerings with their parents to help establish after-graduation plans.

## **AGRICULTURAL SCIENCE & BUSINESS DEPARTMENT**

### Introduction to Agriculture

Credits: 2

Suggested Prerequisites: None

Grade Level: 9, 10 - Available to juniors & seniors  
only by permission of instructor

Course #: 5056

Description: This beginning course is a year-long course which is highly recommended as a prerequisite and foundation for all other agricultural classes. The nature of this course is to provide students with an introduction to the fundamentals of agricultural science and business. Topics to be covered include: animal science, plant and soil science, food science, horticultural science, farm and agribusiness management, landscape management, natural resources management, agricultural mechanization, supervised agricultural experience, public speaking, parliamentary procedure & various other leadership skills. Membership in the FFA is strongly suggested.

### Agribusiness Management

Credits: 2

Suggested Prerequisites: Introduction to Ag.

Lab Fees: \$1/sem.

Grade Level: 10, 11, 12

Course #: 5002

Description: This course is a year-long course which presents the concepts necessary for managing an agriculture-related business. Concepts covered include: identification of careers in agribusiness; safety and management; entrepreneurship; the planning, organizing, controlling and directing of an agribusiness; effects of government organizations and laws on agribusiness; economic principles; credit; record keeping; budgeting; fundamentals of cash flow; taxation and the tax system; insurance; marketing; cooperatives; purchasing; computers in agribusiness; human resource management; and employer-employee relations and responsibilities. During the second semester an actual marketing plan and project will be implemented. This is a weighted course.

### Independent Agriculture

Credits: 2

Suggested Prerequisites: Introduction to Ag.

Course #: 5002

Grade Level: 10-12

(only available by permission of instructor)

Description: This course is designed to provide students with opportunities to gain experience in the agriculture field(s) in which they are interested. Students should experience and apply what is learned in the classroom, laboratory and training site to real-life situations. Students work closely with their agricultural

science and business teacher(s), parents and/or employers to get the most out of their SAE program. This course can be offered each year as well as during the summer session. SAE may be offered as a Cooperative Education Program. Curriculum content and competencies should be varied so that school year and summer session experiences are not duplicated.

Animal Science – Ivy Tech Dual Credit

Suggested Prerequisites: Intro to Ag.

Grade Level: 9, 10, 11, 12

Credits: 2

Lab Fees: \$10/sem

Course #: 5008

Description: Animal Science provides students with an overview of the animal science field. Students participate in a large variety of activities and laboratory work including real and simulated animal science experiences and projects. All areas that the students study can be applied to both large and small animals. Topics to be addressed include: anatomy and physiology, genetics, reproduction, nutrition, common diseases and parasites, social and political issues related to the industry and management practices for the care and maintenance of animals while incorporating leadership development, supervised agricultural experience and learning about career opportunities in the area of animal science. This course counts as a Directed Elective or Elective for all diplomas and fulfills a Life Science or Physical Science requirement for the General Diploma.

Natural Resources– Ivy Tech Dual Credit

Suggested Prerequisites: Intro to Ag.

Grade Level: 9, 10, 11, 12

Credits: 2

Lab Fees: \$10/sem

Course #: 5180

Description: Natural Resources provides students with a foundation in natural resources. Hands-on learning activities in addition to leadership development, supervised agricultural experience and career exploration encourage students to investigate areas of environmental concern. Students are introduced to the following areas of natural resources: soils, the water cycle, air quality, outdoor recreation, forestry, rangelands, wetlands, animal wildlife and safety. This class counts as a Directed Elective or Elective for all diplomas.

## ART

Introduction to Two (2) Dimensional Art (L) – Art I

Prerequisites: None

Grade Level: 9, 10, 11, 12

Credits: 1/sem.

Lab Fees: \$12/sem.

Course #: 4000

Description: The art elements (line, shape, space, color, and texture) are explored through art making techniques supplemented with art history, aesthetics, and criticism. Emphasis is on developing visual skills and artistic

judgement. Studio production focuses on drawing, design, printmaking, and visual communication (Includes such products as posters, greeting cards, logos, etc.) Media exploration includes pencil, colored pencil, charcoal, pen & ink (including calligraphy), and marker. Inspiration is obtained by exploring Art History.

Introduction to Three (3) Dimensional Art (L) – Art II

Prerequisites: Intro Two Dim Art (L)

Grade Level: 9, 10, 11, 12

Credits: 1/sem.

Lab Fees: \$12/sem.

Course #: 4002

Description: This section includes an overview of types of three-dimensional art from the standpoint of art history, aesthetics, and criticism. Technical knowledge of ceramics, papier-Mache, plaster, wire is added as students learn production skills. A focus is on students creating works of art in clay utilizing the hand building processes of slab pottery, solid sculpture, slip and glaze techniques, and the firing process.

Painting (L).

Prerequisites: Intro to Two & Three-Dimensional Art

Grade Level: 10, 11, 12

Credits: 1/sem.

Lab Fees: \$12/sem.

Course #: 4064

Description: This intermediate course provides sequential learning experiences focused on the Art Principles of rhythm, harmony, proportion, balance, variety, emphasis, and unity. Before each production unit begins, there is an overview of art history, art criticism and aesthetics. Production units may include realistic and abstract drawing in pencil, ebony, chalk, charcoal, pen, ink and marker which are used to extend drawing skills. Paint media will include tempera, watercolor, acrylic, and airbrush. Focal areas will include mixed mediums, abstract design, and portraiture.

Sculpture (L)

Prerequisites: Intro. To Two & Three Dimensional Art

Grade Level: 10, 11, 12

Credit: 1/Sem.

Lab Fees: \$12/sem.

Course #: 4044

Description: In this intermediate course, students create realistic and abstract sculptures using subtractive and additive processes of carving, modeling, construction, and assembling. Such materials as plaster, clay, metal, paper, wax and plastic give personal expression through application of the Art Principles. Art history, art criticism, and aesthetics are the foundation of all production units.

SPECIAL NOTE: The following upper-level art classes are by permission of the instructor only and will be offered to those who stay motivated while working independently. Due to scheduling limitations, these students must often be placed into other art classes; however, every effort will be made to individualize their artistic needs.

Advanced Three-Dimensional Art (L).

Credits: 1/sem.

Prerequisites: Intro to Two & Three Dim Art  
Grade Level: 10, 11, 12

Lab Fees: \$12/sem.  
Course #: 4006

Description: Through advanced sculpture and pottery techniques, these students will search for meaning, significance, and direction in their work by critically examining the relationships between context, form, function, and meaning in their own work and in historical and contemporary 3D works. Techniques may include hollow built sculpture, multiple-piece pottery, copper repose, Plexiglas, plaster, wood, metal, fabric, wax, mixed media, etc.

#### Advanced Three-Dimensional Art, 2 (L).

Prerequisites: Intro to Two & Three Dim Art  
Grade Level: 10, 11, 12

Credits: 1/sem.  
Lab Fees: \$13/sem.  
Course #: 4004

Description: This course is offered to those students demonstrating a sincere desire to explore a variety of three-dimensional ideas and problems. Students are encouraged to round out their collection by trying techniques or media that are less familiar or need refined. Due to scheduling limitations, these students often must be placed into other art classes, however, every effort will be made to individualize for their artistic needs. Assignments, project work, materials, media, goals, and time frame will be contracted between the art student and instructor.

#### Photography

Prerequisites: Intro. To Two & Three Dimensional Art  
Grade Level: 10, 11, 12

Credits: 1/sem.  
Shop Fee:\$15/sem.  
Course #: 4062

Description: This one semester course is designed as an introduction to basic photography. Studies in camera basics and composition will lead into hands on experiences. Students will practice shooting and developing black & white 35 mm film as well as creating contact prints, enlargements, and photographic displays. In addition to wet room dark room procedures, students will touch upon the basics of digital photography. Students do NOT need to provide their own camera for this class.

#### Ceramics

Prerequisites: Intro. To Two & Three Dimensional Art  
Grade level: 10, 11, 12

Credit: 1/sem.  
Shop Fee:\$15/sem.  
Course #: 4040

Description: Students in ceramics engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. Students create works of art in clay utilizing the processes of hand building, molds, wheel throwing, slip and glaze techniques, and the firing processes. They reflect upon and refine their work; explore cultural and historical connections; analyze, interpret, theorize, and make informed judgments about artwork and the nature of art; relate art to other disciplines and discover opportunities for integration; and incorporate literacy and presentational skills. Students utilize the resources of art museums, galleries, and studios, and identify art-related careers.

## **BUSINESS TECHNOLOGY EDUCATION**

### **\*Digital Applications and Responsibility**

Prerequisites: None

Grade Level: 9, 10, 11, 12

Credits: 2

Lab Fee: \$6/sem.

Course #: 4528

Description: Digital Applications and Responsibility prepares students to use technology in an effective and appropriate manner in school, in a job, or everyday life. Students develop skills related to word processing, spreadsheets, presentations, and communications software. Students learn what it means to be a good digital citizen and how to use technology, including social media, responsibly. Students expand their knowledge of how to use digital devices and software to build decision-making and problem-solving skills. Students should be provided with the opportunity to seek industry-recognized digital literacy certifications.

### **\*Requirement for graduation from Randolph Southern Jr-Sr High School**

### **Preparing for College and Careers**

Prerequisites: None

Grade Level: 9, 10, 11, 12

Credits: 1/sem.

Course #: 5394

Description: Preparing for College and Careers addresses the knowledge, skills, and behaviors all students need to be prepared for success in college, career, and life. The focus of the course is the impact of today's choices on tomorrow's possibilities. Topics to be addressed include twenty-first century life and career skills; higher order thinking, communication, leadership, and management processes; exploration of personal aptitudes, interests, values, and goals; examining multiple life roles and responsibilities as individuals and family members; planning and building employability skills; transferring school skills to life and work; and managing personal resources. This course includes reviewing the 16 national career clusters and Indiana's College and Career Pathways, in-depth investigation of one or more pathways, reviewing graduation plans, developing career plans, and developing personal and career portfolios. A project-based approach, including computer and technology applications, cooperative ventures between school and community, simulations, and real life experiences, is recommended.

### **Internship**

Prerequisites: None

Grade Level: 12

Credits: 1/sem.

Description: An internship is a paid or unpaid work experience that provides workplace learning in an area of student career interest or preparation. Internships provide an opportunity to experience all aspects of work in a



particular industry or career cluster area. They can be tailored to the unique needs and interests of the learner and employer.

### Sports and Entertainment Marketing

Grade Level: 10-12

Credits: 1/sem.

Lab Fee: \$6/sem.

Course #: 5984

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

## ENGLISH DEPARTMENT

Students are offered English or Accelerated English.

English 9 –12 students may be asked to cover the cost of a vocabulary book, paperback book(s), and/or literary magazine.

A student failing one semester of English 9, 10, 11, or 12 must repeat the failed semester only.

### Language Arts Lab

Credits: 2

Elective Credit

Prerequisites: Failure of ISTEP+ or recommendation of teacher

Grade Level: 9, 10, 11, 12

Course #: 1010

Description: **Students do not earn English credit for graduation for this course.** Language Arts Lab is a remediation course designed for students who have not passed the English portion of the ISTEP test in their most recent attempt. Instruction is meant to supplement work that students are completing in their grade-level English courses. Students gain reading, writing, speaking, and listening skills necessary to perform successfully in both school and life. When possible, students receive individualized instruction in reading, writing, and test-taking skills.

---Students may earn a maximum of eight credits for this class.

**Note:** Any credit earned for Language Arts Lab does **not** fulfill English requirements for graduation.

---Enrollment in this class is recommended for any junior or senior who has not yet passed the ISTEP+ graduation exam.

### English 9

Credits: 2

Course #: 1002

Description: The focus of this course is literature and composition. Students read required selections from the text as well as self-selected novels. Students will be exposed to various genres in literature including short stories, the epic, drama and narrative essay. Composition skills are demonstrated through various types of essays, responses to literature, and a research paper. Other study includes grammar, usage, and vocabulary.

### English 9 – Honors

Credits: 2

Course #: 1002AH

Prerequisite: "C" in previous English class or consent of instructor

Description: The focus of this course is literature and composition. Students read required selections from the text as well as self-selected novels. In addition, teacher-selected novels will be studied as part of the class requirement. Students will be exposed to various genres in literature including short stories, the epic, drama, and narrative essay. Advanced composition skills are demonstrated through various types of essays, responses to literature, and a research paper. Other study includes grammar, usage, and vocabulary.

### English 10

Credits: 2

Course #: 1004

Prerequisites: Successful completion of English 9.

Description: Students in this course will be asked to meet state standards in reading, writing, speaking, and critical thinking. To help them reach the reading standards, all students are asked to read, discuss, and write about a wide variety of nonfiction pieces as well as works by authors such as John Steinbeck, William Shakespeare, and Elie Wiesel; independent and small-group reading of self-selected books is also required during each nine weeks. Most importantly, students practice recognizing the ideas of others and judging the validity of the support provided for those ideas, noting how information is organized and what stylistic elements are employed.

To meet the writing standards, each student is expected to write frequently, using a writing process to respond to various forms of media; create original works, such as short stories; and use research skills as an aid in composing various types of essays, letters, and speeches. Grammar and vocabulary study supplement the major units above and are meant to improve reading comprehension and writing skills. As writers and speakers, students are

expected to grow in their ability to express clear ideas and support them effectively, particularly through growing attention to organizational and stylistic options.

English 10 – Honors

Credits: 2

Prerequisites: “C” average or better in English 9 Accelerated Course #: 1004AH  
Or permission of instructor

Description: It is recommended that students who plan to earn college English credit during their senior year of high school take this course. This course follows the English 10 curriculum in large part although readings from a world literature text replace or supplement some assigned works. Alternate units of study include philosophical selections, political speeches, poetry, proverbs, folktales, and parables. Also, more formal study of vocabulary and grammar and participation in sustained discussion are required of students who select this course than those enrolled in English 10.

English 11

Credits: 2

Prerequisite: Successful completion of English 10. Course #: 1006

Description: In this course students will complete close study of the life experiences and short works of American authors and will relate these works to their historical settings. Some novel study will also be included. Students will also be exposed to composition study including essays, timed writing, and limited formal research. Speaking, listening, and critical thinking skills will be demonstrated through literature based discussions and formal speeches or presentations. Other study includes grammar, usage, and vocabulary.

English 11 – Honors

Credits: 2

Prerequisite: “C” average or better in English 10 Accelerated  
Or permission of instructor Course #: 1006AH

Description: In this course students will complete close study of the life experiences and short works of American authors and will relate these works to their historical settings. Required novel study will coincide with the time period being studied. Students will also be exposed to advanced composition study including essays, timed writing, and limited formal research. Speaking, listening, and critical thinking skills will be demonstrated through literature based discussions and formal speeches or presentations. Other study includes grammar, usage, and vocabulary.

English 12

Credits: 2

Prerequisite: Successful completion of English 11. Course #: 1008  
Grade Level: 12

Description: Refer to the Indiana Academic Standards for English 12 to understand the depth expected in this course’s reading, writing, listening, and

speaking study. The standards require careful speaking and listening, job-related and academic writing, and a level of reading that allows one to be a responsible citizen and learner.

Several activities and assignments encourage students to think critically about the words of others, whether they are read or heard, serve political or other purposes, or originate in our era or the past. In addition, a focus on visual media, including advertisements and documentary films, provides practice in understanding their logical and emotional appeals.

Students practice, as well, the skills needed to create effective written, spoken, and visual media. Those skills involve the use of various forms of technology, library research, and community interaction.

English Language and Composition, Advanced Placement Credits: 2  
Prerequisites: English 11 Accelerated (B Average) Course #: 1008AH  
Grade Level: 12

Description: This course is an advanced placement course based on content established by the College Board. An AP course in English Language and Composition engages students in becoming skilled readers of prose written in a variety of rhetorical contexts and in becoming skilled writers who compose for a variety of purposes. Both their writing and their reading should make students aware of the interactions among a writer's purposes, audience expectations, and subjects as well as the way generic conventions and the resources of language contribute to effectiveness in writing.

\*Passing AP final exam with a 3 or higher ensures dual credit. A comprehensive description of this course can be found on the College Board AP Central Course Description web page at:

<http://apcentral.collegeboard.com/apc/public/courses/descriptions/index.html>

Student Media Credits: 2  
Prerequisites: Approval of advisor Course #: 1086  
Grade Level: 9, 10, 11, 12

Description: Student Media, a course based on the High School Journalism Standards and the Student Media Standards, is the continuation of the study of journalism. Students demonstrate their ability to do journalistic writing and design for high school media, including school newspapers and yearbooks, and a variety of other media formats. Students follow the ethical principles and legal boundaries that guide scholastic journalism. Students express themselves publicly with meaning and clarity for the purpose of informing, entertaining, or persuading. Students work on high school media staffs so that they may prepare themselves for career paths in journalism, communications, writing, or related fields.

## **FOREIGN LANGUAGE DEPARTMENT**

### **Spanish I**

Credits: 2

Prerequisites: "C" Average in English 8 & "B" Average in Spanish Exposure or Successful completion of English 9, 10, or 11

Grade Level: 9, 10, 11, 12

Course #: 2120

**Description:** Spanish 1 introduces students to Spanish language and Hispanic culture. Emphasis is placed on developing reading, writing, speaking, and listening skills within cultural contexts. Students become familiar with the geography of the Spanish-speaking world and learn about culture by exploring similarities and differences between Anglo and Latino life. Students also learn how to communicate basic needs; express likes and dislikes; describe family, friends and home; and talk about leisure and school activities. As a result of this course, students acquire the basic vocabulary and grammatical structures needed for minimal communication.

### **Spanish II**

Credits: 2

Prerequisites: Spanish I

Course #: 2122

Grade Level: 10, 11, 12

**Description:** Spanish 2 reviews material from Level 1 and introduces new language and cultural material. Emphasis is placed on further development of reading, writing, speaking and listening skills. In addition, students expand their vocabulary to function within cultural settings. Students learn to communicate thoughts, ideas, and basic information in the past and future tenses. As a result of this course, students are able to communicate in a limited but more effective, spontaneous way than first-year students.

### **Spanish III**

Credits: 2

Prerequisites: Spanish I and Spanish II

Course #: 2124

Grade Level: 11, 12

**Description:** Spanish 3 uses the target language to review and refine skills learned in Spanish 1 & 2. This course also introduces advanced grammar and expands vocabulary in new or more complex cultural settings. Emphasis is on spontaneous conversation and more creative written expression. To learn more about culture, students use extended written and audio passages and utilize authentic resources (e.g., ads, magazines, newspapers, videos, exchange students, guest speakers). As a result of this course, students should be functionally literate in reading and writing situations.

### **Independent Study Spanish IV**

Credits: 2

Prerequisites: "B" Average in Spanish 3

Course #: 2126

Grade Level: 12

Description: Independent Study Spanish 4 offers students the opportunity to review Spanish 1, 2, and 3 language skills and explore culture through the study of art, religion, literature, humor, and history. Students expand their vocabulary by reading and writing extensively in the target language. Emphasis is on maintaining language skills learned in previous courses. As a result of this course, students should be prepared for advanced language study in college and demonstrate a degree of fluency in oral reading and writing. (Note: This course is offered only when there is insufficient enrollment for a Spanish 4 class.)

French I

Credits: 2

Prerequisites: None

Course #: 2020

Grade Level: 9, 10, 11, 12

Description: A course based on Indiana's Academic Standards for World Languages, introduces students to effective strategies for beginning French language learning, and to various aspects of French-speaking culture. This course encourages interpersonal communication through speaking and writing, providing opportunities to make and respond to basic requests and questions, understand and use appropriate greetings and forms of address, participate in brief guided conversations on familiar topics, and write short passages with guidance. This course also emphasizes the development of reading and listening comprehension skills, such as reading isolated words and phrases in a situational context and comprehending brief written or oral directions. Additionally, students will examine the practices, products and perspectives of French-speaking culture; recognize basic routine practices of the target culture; and recognize and use situation-appropriate non-verbal communication. This course further emphasizes making connections across content areas and the application of understanding French language and culture outside of the classroom.

## **MATHEMATICS DEPARTMENT**

Algebra Enrichment

Credits: 2

Grade Level: 9,10,11,12

Course #: 2516

Description: Algebra Enrichment is a mathematics support course for Algebra I. The course provides students with additional time to build the foundations necessary for high school math courses, while concurrently having access to rigorous, grade-level appropriate courses. The five critical areas of Algebra Enrichment align with the critical areas of Algebra I:

Relationships between Quantities and Reasoning with Equations  
Linear and Exponential Relationships  
Descriptive Statistics  
Expressions and Equations  
Quadratic Functions and Modeling.

However, whereas Algebra I contains exclusively grade-level content, Algebra Enrichment combines standards from high school courses with foundational standards from the middle grades.

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

Algebra Enrichment is designed as a support course for Algebra I. As such, a student taking Algebra Enrichment must also be enrolled in Algebra I during the same academic year.

### Algebra I

Grade Level: 9, 10, 11, 12

Credits: 2

Book Rent: \$20.20/sem.

Course #: 2520

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

### Geometry

Credits: 2

Book Rent: \$20.37/sem.

Course #: 2532

Prerequisites: Successful completion of Algebra 1 or higher courses.

Grade Level: 9, 10, 11, 12

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

### Algebra II

Credits: 2

Book Rent: \$20.54/sem.

Course #: 2522

Prerequisites: Successful completion of Algebra I (see course and/or ISTEP+ testing statement from DOE).

Grade Level: 9, 10, 11, 12

Description: Algebra II is a course which expands on the topics of Algebra I and provides further development of the concept of a function. The student should take into account that a grade of 78% or higher is recommended in Algebra 1 before taking Algebra 2. It is also recommended that a student who has a grade less than 78% in Algebra 1, take Geometry first, to enhance his background in mathematics. The expanded topics of the course include: (1) the theorems and algorithms of algebra; (2) polynomials and polynomial functions; (3) rational exponents; (4) the complex numbers, sequences, and series; (5) the properties and graphs of conic sections; (6) permutations and combinations; (7) matrices; and (8) exponential and logarithmic functions.

Pre-Calculus (Advanced Math)

Credits: 2

Course #: 2564

Prerequisites: Successful completion of Algebra 1, Geometry, Algebra 2, (the student is recommended to have at least 70% or higher in all previous math courses, this class is geared for college bound students only.)

Grade Level: 11, 12

Description: Pre-Calculus blends together all of the concepts and skills that must be mastered prior to enrollment in a college-level calculus course. A functional approach provides for the integration of all of the concepts listed for the course in Trigonometry plus: (1) the relationship of equations and graphs of linear, quadratic, and parametric equations; (2) translations of axes; and (3) locus and vectors. The course includes the theory of equations, exponential and logarithmic functions, matrices, and determinants.

AP Calculus AB

Credits: 2

Course #: 2562

Prerequisites: Successful completion of Pre-Calculus (70% or higher grade in Pre-Calculus is recommended for this college level class.)

Grade Level: 12

Description: Calculus is a course which provides students with the content that has been established by the College Board. Generally, topics include: (1) limits, (2) continuity, (3) derivatives, (4) definite integrals, and (5) techniques of integration involving rational, trigonometric, logarithmic, and exponential functions. This course also includes applications of the derivative, the integral, and theory of calculus. The use of graphing technology is required.



Mathematics Lab  
Grade Level – 9, 10, 11, 12

Elective Credit 2  
Course #: 2560

Description: The goal of this course is to develop each student's ability to solve problems in order to become a productive citizen in a technological society. Real-world applications must be the focus. Activities emphasize the integration of all mathematical skills into real-world problem-solving situations. Technology such as calculators, computers, and other technology-based equipment must be an integral part of instructional and assessment activities.

**---This course does not meet Math credit requirements for graduation**

---A one or two elective credit course

---Enrollment in this class is mandatory for any junior or senior who has not yet passed the ISTEP+ graduation exam.

Probability and Statistics  
Prerequisites: Algebra II  
Grade level: 11, 12

Credit: 2  
Course #: 2546

Description: includes the concepts and skills needed to apply statistical techniques in the decision making process. Topics include: (1) descriptive statistics, (2) probability, and (3) statistical inference. Practical examples based on real experimental data are used throughout. Students plan and conduct experiments or surveys and analyze the resulting data.

-Counts towards Mathematics Course for all diploma track.

## **MULTIDISCIPLINARY DEPARTMENT**

Cadet Teaching Experience

Credits: 2  
Course #: 0502

Prerequisites: Student w/"C" average, passed all State required examinations; Cadet form signed by interested teacher; Open to Juniors/Seniors; Limitations for Freshmen/Sophomores

This course provides a balance of class work relating to: (1) classroom organization, (2) classroom management, (3) the curriculum and instructional process, (4) observations of teaching, and (5) instructional experiences. The cadet experience is a privilege. Filling out a cadet form does not guarantee a cadet experience for the student. All attempts will be made to fill requests by both teacher and student. Juniors and seniors can cadet in both high school and elementary. Freshmen and sophomores are limited to Library and Office cadets. There are a few exceptions.

## **MUSIC DEPARTMENT**

### **Advanced Concert Band**

Credits: 1/sem.

Fees: \$17/sem.

Course #: 4170

- Prerequisites:
1. Satisfactory completion of the Intermediate Band, transfer from another school band, or successful audition.
  2. Student must perform on a standard band instrument.
  3. Student must own an instrument or agree to take care of a school instrument (when available).

Grade Level: 9, 10, 11, 12

**Description:** This course provides students with a balanced comprehensive study of music through the concert band, which develops skills in the psychomotor, cognitive, and affective domains. Ensemble and solo activities are designed to develop elements of musicianship including tone production, technical skills, intonation, music reading skills, listening skills, analyzing music, studying historically significant styles of literature, and integration of other applicable disciplines.

Experiences include improvising, conducting, playing by ear, and sight-reading. Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

### **Beginning Chorus**

Credits: 1/sem.

Fee \$15/sem.

Course #: 4182

Prerequisites: None

Grade Level: 9, 10, 11, 12

**Description:** Students taking Beginning Chorus develop musicianship and specific performance skills through ensemble and solo singing. This class includes the study of quality repertoire in the diverse styles of choral literature appropriate in difficulty and range for the students. Chorus classes provide opportunities for performing, creating, and responding to music.

Students develop the ability to understand and convey the composer's intent in performance of music. Time outside of the school day may be scheduled for rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities outside of the school day that support and extend learning in the classroom.

### **Music History and Appreciation**

Credits: 1/sem.

Fee \$10/sem.

Prerequisites: None

Course #: 4206

Grade Level: 9, 10, 11, 12

Description: Music History and Appreciation is based on the Indiana Academic Standards for Music and standards for this specific course. Students receive instruction designed to explore music and major musical styles and periods through understanding music in relation to both Western and Non-Western history and culture. Activities include analyzing and describing music; evaluating music and music performances; and understanding relationships between music and the other arts, as well as disciplines outside of the arts.

## **PHYSICAL EDUCATION DEPARTMENT**

### **Physical Education I**

Credits: 1

Prerequisites: None

1st Sem.

Grade Level: 9, 10, 11, 12

Course #: 3542

Description: Physical Education I focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum that provides students with opportunities to actively participate in at least four of the following: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all which are within the framework of lifetime physical activities and fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEPs and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.). See 511 IAC 7-27-9, 7-27-11. Fulfills part of the Physical Education requirement for all diplomas. Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender. Adapted physical education must be offered, as needed, in the least restrictive environment and must be based upon an individual assessment. As a designated laboratory course, 25% of course time must be spent in activity.

### **Physical Education II**

Credits: 1

Prerequisites: Physical Education 1

2<sup>nd</sup> Sem.

Grade Level: 9, 10, 11, 12

Course #: 3544

Description: Physical Education II focuses on instructional strategies through a planned, sequential, and comprehensive physical education curriculum that provides students with opportunities to actively participate in four of the following areas that were not covered in Physical Education I: team sports; dual sport activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance, all which are within the framework of lifetime physical activities and fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified

for individuals with disabilities, in addition to those with IEPs and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.). See 511 IAC 7-27-9, 7-27-11. Fulfills part of the Physical Education requirement for all diplomas. Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender. Adapted physical education must be offered, as needed, in the least restrictive environment and must be based upon an individual assessment. As a designated laboratory course, 25% of course time must be spent in activity.

Health & Wellness Education

Credits: 1/sem.

Prerequisites: None

Course #: 3506

Grade Level: 9, 10, 11, 12

Description: Health & Wellness, a course based on Indiana's Academic Standards for Health & Wellness and provides the basis to help students adopt and maintain healthy behaviors. Health education should contribute directly to a student's ability to successfully practice behaviors that protect and promote health and avoid or reduce health risks. Through a variety of instructional strategies, students practice the development of functional health information (essential concepts); determine personal values that support health behaviors; develop group norms that value a healthy lifestyle; develop the essential skills necessary to adopt, practice, and maintain health-enhancing behaviors. This course includes the application of priority areas in a planned, sequential, comprehensive health education curriculum. Priority areas include: promoting personal health and wellness, physical activity, and healthy eating; promoting safety and preventing unintentional injury and violence; promoting mental and emotional health, a tobacco-free lifestyle and an alcohol- and other drug-free lifestyle; and promoting human development and family health. This course provides students with the knowledge and skills of health and wellness core concepts, analyzing influences, accessing information, interpersonal communication, decision-making and goal-setting skills, health-enhancing behaviors, and health and wellness advocacy skills. **It fulfills the Health & Wellness requirement for all diplomas.**

Elective Physical Education – WEIGHT TRAINING

Elective Credits: 1/sem.

Prerequisites: Physical Education I & II or recommendation of  
your coach

Course #: 3560

Grade: 10, 11, 12

Description: Elective Physical Education, a course based on selected standards from Indiana's Academic Standards for Physical Education, identifies what a student should know and be able to do as a result of a quality physical education program. The goal of a physically educated student is to maintain appropriate

levels of cardiorespiratory endurance, muscular strength and endurance, flexibility, and body composition necessary for a healthy and productive life. Elective Physical Education promotes lifetime sport and recreational activities and provides an opportunity for an in-depth study in one or more specific areas. A minimum of two of the following activities should be included: team sports; dual sports activities; individual physical activities; outdoor pursuits; self-defense and martial arts; aquatics; gymnastics; and dance. This course includes the study of physical development concepts and principles of sport and exercise as well as opportunities to develop or refine skills and attitudes that promote lifelong fitness. Students have the opportunity to design and develop an appropriate personal fitness program that enables them to achieve a desired level of fitness. Ongoing assessment includes both written and performance-based skill evaluation. Individual assessments may be modified for individuals with disabilities, in addition to those with IEPs and 504 plans (e.g., chronic illnesses, temporary injuries, obesity, etc.). See 511 IAC 7-27-9, 7-27-11. Counts as an Elective for all diploma types. The nature of this course allows for successive semesters of instruction provided defined proficiencies and content standards are utilized. Classes are co-educational unless the activity involves bodily contact or groupings based on an objective standard of individual performance developed and applied without regard to gender.

## **SCIENCE DEPARTMENT**

### **Biology I (L)**

Prerequisites: None

Grade Level: 9, 10, 11, 12

Credits: 2

Lab Fee:\$5.00/sem.

Course #: 3024

**Description:** Biology I provides, through regular laboratory and field investigations, a study of the structures and functions of living organisms and their interactions with their environment. At a minimum, this study explores the functions and processes of cells, tissues, organs, and systems within various species of living organisms and the roles and interdependencies of organisms within populations, communities, ecosystems, and the biosphere. Students have opportunities to:

1. gain an understanding of the history of the development of biological knowledge
2. explore the uses of biology in various careers
3. cope with biological questions and problems related to personal needs and social issues

\*A Core 40 and AHD course (Biology) with competencies defined

ACP Biology II – Advance College Project  
Prerequisite: Successful completion of Biology I  
\$12/2nd sem.  
Grade Level Recommended: 11, 12

Credits: RS 2/IU 5  
Lab Fee:\$8/1st sem  
Course #: 3026

Our school is participating in the Advance College Project (ACP) at Indiana University. Through this project, your son or daughter may have the option of taking a biology course here at Randolph Southern High School for both high school credit and elective credit at Indiana University.

Credit at Indiana University is not automatic. Students must complete an application to the Advance College Project (with all the requested signatures included) before they take a course for credit. Students must meet the admissions criteria for the project. *Students cannot change their enrollment status during the course*, so the decision to enroll must be carefully considered. Students who do enroll must pay a fee per credit hour. This fee is much lower than the tuition paid on campus for the same course. ACP biology II is a five credit course. Unlike Advanced Placement (AP) courses, ACP courses are university courses. They are the same as the course offered on campus at IU. The grades earned in ACP courses are recorded on Indiana University transcripts. Transfer of credits is the same as the transfer of credits earned on campus. (In AP courses, students have the option of taking an exam offered by the College Board at the end for the course. Colleges and universities then use the score on this exam to determine if students receive credit for their coursework.)

ACP is officially recognized as an accredited program by the National Alliance of Concurrent Enrollment Partnerships (NACEP), a national accrediting organization for programs that offer both high school and college credit. For more information about the Advance College Project, visit ACP on the web at <http://acp.indiana.edu>.

**AP course will be offered for the 2018-2019 school year. ACP may be offered in the future.**

**Course description:** L100 is a non-major introductory biology 5-credit hour lecture/lab course. The course is a general survey course introducing general topics in biology. The course covers topics ranging from the chemical foundation of cells, genetics, natural selection/evolution, human physiology, ecology & environmental issues. Emphasis is placed on the interrelationships of organisms in the biological world.

### Chemistry, I (L)

Prerequisites: Algebra 1 or Int. Chem. /Physics

Grade Level: 10, 11, 12

Credits: 2

Lab Fee: \$5/sem.

Course #: 3064

Description: Chemistry I is a course based on the following core topics: properties and states of matter; atomic structure; bonding; chemical reactions; solution chemistry; behavior of gases, and organic chemistry. Students enrolled in Chemistry I compare, contrast, and synthesize useful models of the structure and properties of matter and the mechanisms of its interactions. Instruction should focus on developing student understanding that scientific knowledge is gained from observation of natural phenomena and experimentation by designing and conducting investigations guided by theory and by evaluating and communicating the results of those investigations according to accepted procedures. It counts as a Directed Elective or Elective for all diploma types. It fulfills a Core 40 physical science course requirement for all diploma types. It qualifies as a quantitative reasoning course.

### Chemistry, Advanced Placement

Prerequisites: Chemistry I, Algebra II, Pre-Calculus

Grade Level: 12

Credits: 2

Lab Fee: \$7/sem.

Course #: 3060

Description: This is a course based on the content established by the College Board. The content includes: (1) structure of matter: atomic theory and structure, chemical bonding, molecular models, nuclear chemistry; (2) states of matter: gases, liquids and solids, solutions; and (3) reactions: reaction types, stoichiometry, equilibrium, kinetics and thermodynamics.

\*Counts towards a quantitative reasoning course

### Integrated Chemistry-Physics

Prerequisites: Pre-algebra/concurrently Algebra I

Grade Level: 9, 10, 11, 12

Credits: 2

Lab Fee: \$4/sem.

Course #: 3108

Description: Integrated Chemistry-Physics introduces the fundamental concepts of scientific inquiry, the structure of matter, chemical reactions, forces, motion, and the interactions between energy and matter. This course will serve students as a laboratory-based introduction to possible future coursework in chemistry or physics while ensuring a mastery of the basics of each discipline. The ultimate goal of the course is to produce scientifically literate citizens capable of using their knowledge of physical science to solve real-world problems and to make personal, social, and ethical decisions that have consequences beyond the classroom walls. A Core 40 and AHD course (Integrated Chemistry-Physics) with competencies defined.

### Physics I (L)

Prerequisites: Geometry & Algebra 1

Grade Level: 11, 12

Credits: 2

Lab Fee: \$5/sem.

Course #: 3084

Description: Physics I aids students in synthesizing the fundamental concepts and principles concerning matter and energy through the laboratory study of mechanics, wave motion, heat, light, electricity, magnetism, electromagnetism, and atomic and nuclear physics. Students have opportunities to: (1) acquire an awareness of the history of physics and its role in the birth of technology; (2) explore the uses of its models, theories, and laws in various careers; (3) cope with physics questions and problems related to personal needs and social issues. This course counts towards a Core 40 and AHD course.

## **SOCIAL SCIENCE DEPARTMENT**

### Economics

Credits: 1

Prerequisites: None

Course #: 1514

Grade Level: 12

Description: Economics examines the allocation of resources and their uses for satisfying human needs and wants. The course analyzes economic reasoning and behaviors of consumers, producers, savers, investors, workers, voters, institutions, governments, and societies in making decisions. Students explain that because resources are limited, people must make choices and understand the role that supply, demand, prices, and profits play in a market economy. Key elements of the course include the study of scarcity and economic reasoning; supply and demand; market structures; the role of government; national economic performance; the role of financial institutions; economic stabilization; and trade. Counts as an Elective for all diplomas. Fulfills the Economics requirement for the Core 40, Core 40 with Academic Honors, Core 40 with Technical Honors and International Baccalaureate diplomas. Fulfills a Social Studies requirement for the General Diploma only. Qualifies as a quantitative reasoning course.

### United States Government

Credits: 1

Prerequisites: None

Course #: 1540

Grade Level: 12

Description: United States Government provides a framework for understanding the purposes, principles, and practices of constitutional representative democracy in the United States. Responsible and effective participation of citizens is stressed. Students understand the nature of citizenship, politics, and governments and understand the rights and responsibilities of citizens and how these are part of local, state, and national government. Students examine how the United States Constitution protects rights and provides the structure and functions of various levels of government. How the United States interacts with other nations and the government's role in world affairs will be included. Using primary and secondary resources, students will articulate, evaluate, and defend



positions on political issues. As a result, they will be able to explain the role of individuals and groups in government, politics, and civic activities and the need for civic and political engagement of citizens in the United States. **Fulfills the Government requirement for all diplomas.**

ACP United States Government

Credits: 1

Prerequisites: GPA "C" or higher

Course #:1560

Grade Level: 12

Description: The main objective in this course is to encourage the students to develop an informed opinion about the political system. By the end of the semester, each student should be able to describe and to analyze the political culture, Constitutional framework, and institutional structure that shape politics in the U.S. In addition, they should be able to evaluate the role of public opinion, political parties, elections, interest groups, and mass political participation in U.S. politics and policy-making. Finally, they should form their own opinion about the major strengths and weaknesses of the U.S. political system, including an evaluation of the degree to which the American political system lives up to claims to be democratic, to promote liberty and to provide equal protection of the laws for its citizens. Since this course is a dual credit course, upon receiving a passing score students will earn 1 credit will be earned towards the High School diploma and upon receiving a C from the class the students will earn 3 credits from Indiana University.

United States History

Credits: 2

Prerequisites: None

Course #: 1542

Grade Level: 11, 12

Description: United States History is a two-semester course that builds upon concepts developed in previous studies of U.S. History and emphasizes national development from the late nineteenth century into the twenty-first century. After reviewing fundamental themes in the early development of the nation, students are expected to identify and review significant events, persons, and movements in the early development of the nation. The course then gives major emphasis to the interaction of key events, people, and political, economic, social, and cultural influences in national developments from the late nineteenth century through the present as they relate to life in Indiana and the United States. Students are expected to trace and analyze chronological periods and examine the significant themes and concepts in U.S. History. Students develop historical thinking and research skills and use primary and secondary sources to explore topical issues and to understand the cause for changes in the nation over time.

ACP U.S. History (First Semester)

Credits: 1

Prerequisites: GPA "C" or higher

Course #: 1562

Grade Level: 11, 12

Description: This course surveys the history of the U.S. from European

settlement through the American Civil War. Topics include the colonial era, the American Revolution, the development and implementation of the American Constitution, the growth and expansion of the U.S., Manifest Destiny, the rise of two-party politics, slavery, the sectional crisis and the Civil War. Students will use a variety of materials, including primary sources, and engage in a number of activities to expand both their knowledge of American history and their ability to interpret it for others. This course is a college-level class and students can earn transferable college credit.

ACP U.S. History (Second Semester)

Prerequisites: GPA "C" or higher

Credits: 1

Grade Level: 11, 12

Course #: 1562

Description: This course surveys the history of the U.S. from the forging of an industrial society through the 20<sup>th</sup> century conflicts and problem to the post-cold war era. Topics will include industrialization, immigration, westward expansion, progressivism, world wars, economic depression, cold war politics and conflicts and post-cold war America. Students will use a variety of materials, including primary sources and engage in a number of activities to expand both their knowledge of American History and their ability to interpret it for others. This course is a college-level class and students can earn transferable college credit.

World History and Civilization

Credits: 2

Prerequisites: None

Course #: 1548

Grade Level: 9, 10, 11, 12

Description: World History and Civilization emphasizes events and developments in the past that greatly affected large numbers of people across broad areas and that significantly influenced peoples and places in subsequent eras. Key events related to people and places as well as transcultural interaction and exchanges are examined in this course. Students are expected to compare and contrast events and developments involving diverse peoples and civilizations in different regions of the world. They will examine examples of continuity and change, universality and particularity, and unity and diversity among various peoples and cultures from the past to the present. Students are also expected to practice and process skills of historical thinking and research and apply content knowledge to the practice of thinking and inquiry skills and processes. There will be continuous and pervasive interactions of processes and content, skills and substance, in the teaching and learning of history. Counts as an Elective for all diplomas. Fulfills the Geography History of the World/World History and Civilization graduation requirement for all diplomas.

Geography and History of the World

Credits: 2

Prerequisites: None

Course #: 1570

Grade Level: 9, 10, 11, 12

Description: Geography and History of the World is designed to enable students to use geographical tools, skills and historical concepts to deepen their understanding of major global themes including the origin and spread of world religions; exploration; conquest, and imperialism; urbanization; and innovations and revolutions. Geographical and historical skills include forming research questions, acquiring information by investigating a variety of primary and secondary sources, organizing information by creating graphic representations, analyzing information to determine and explain patterns and trends, planning for the future, and documenting and presenting findings orally or in writing. The historical geography concepts used to explore the global themes include change over time, origin, diffusion, physical systems, cultural landscapes, and spatial distribution/patterns and interaction/relationships. Students use the knowledge, tools, and skills obtained from this course in order to analyze, evaluate, and make predictions about major global developments. This course is designed to nurture perceptive and responsible citizenship, to encourage and support the development of critical thinking skills and lifelong learning, and to help prepare Indiana students for the 21st Century. Counts as an Elective for all diplomas. Fulfills the Geography History of the World/World History and Civilization graduation requirement for the Core 40, Core 40 with Academic Honors and Core 40 with Technical Honors diplomas.

## **TECHNOLOGY EDUCATION DEPARTMENT**

### Introduction to Construction

Grade Level: 9, 10, 11, 12

Prerequisites: None

Credits: 2

Fees: \$20/sem.

Course #: 4792

Description: Introduction to Construction is a course that will offer hands-on activities and real world experiences related to the skills essential in residential, commercial and civil building construction. During the course students will be introduced to the history and traditions of construction trades. The student will also learn and apply knowledge of the care and safe use of hand and power tools as related to each trade. In addition, students are introduced to blueprint reading, applied math, basic tools and equipment, and safety. Students will demonstrate building construction techniques, including concrete and masonry, framing, electrical, plumbing, drywalling, HVAC, and painting as developed locally in accordance with available space and technologies. Students learn how architectural ideas are converted into projects and how projects are managed during a construction project in this course. Students study construction technology topics such as preparing a site, doing earthwork, setting footings and foundations, building the superstructure, enclosing the structure, installing systems, finishing the structure, and completing the site. Students also investigate topics related to the purchasing and maintenance of structures,

special purpose facilities, green construction and construction careers. Credits: 2 semester course, 2 semesters required, 1 credit per semester, 2 credits maximum. Counts as a Directed Elective or Elective for all diplomas.

### Graphic Design and Layout

Grade Level: 9, 10, 11, 12 (11, 12 recommended)

Prerequisites: None

Credits: 1/sem.

Fees: \$20/sem.

Course #: 5550

Description: Graphic Design and Layout includes organized learning experiences that incorporate a variety of visual art techniques as they relate to the design and execution of layouts and illustrations for advertising, displays, promotional materials, and instructional manuals. Instruction also covers advertising theory and preparation of copy, lettering, posters, and artwork in addition to incorporation of photographic images. Communication skills will be emphasized through the study of effective methods used to design commercial products that impart information and ideas. Advanced instruction might also include experiences in silk screening and airbrush techniques as well as activities in designing product packaging and commercial displays or exhibits. Counts as a Directed Elective or Elective for all diplomas.

## VOCATIONAL

**NOTE: All RSHS students and their parents will be required to sign the driving contract that has been notarized for the student to take the following vocational classes. RSHS will not be providing transportation for students taking the Vocational Courses beginning the 2007-08 school year.**

Below is a list of Career Education Courses available to our students during their 11<sup>th</sup> and 12<sup>th</sup> grade year:

- Project Lead the Way-Engineering
- Project Lead the Way- BioMedical Sciences
- Automotive Technology
- Construction Technology
- Drafting Technology
- Machine Tool Technology
- Radio/TV Broadcasting
- Agriculture Business and Technology
- Cosmetology
- Certified Nursing Assistant
- Interactive Media Web Design
- Cadet Teaching
- Marketing
- Interdisciplinary Cooperative Education

- Professional Careers Internship
- Fire and Rescue
- Emergency Medical Services (EMS)
- Welding I & II (Program currently located at Winchester High School for Randolph Southern students)

## **JUNIOR HIGH CLASSES**

### Art 7/8 Exposure

Fee: \$8.00

Grade Level: 7, 8

Course #: 0417

Description: Art Exposure is a class that gives an overview of the major art areas of drawing, painting, and ceramics. Media exploration includes pencil, chalk, charcoal, clay, tempera paint, and watercolor paint. Emphasis is on developing visual perception skills and hand-eye coordination. Drawing skills developed include accuracy of proportion as well as three-dimensional shading, and simulated texture. Painting and chalk exercises develop value discrimination and encourage the use of color variety. The basic ceramic hand-building technique of coil pottery is learned as students form, fire, and glaze their containers. Art History is discovered through appreciation and cultural diversity shown through the arts.

### Band 7/8

Fee: \$15

Course #: 0442

Prerequisites:

instrument

1. Satisfactory completion of the 6<sup>th</sup> grade band, transfer from another school, or successful audition.
2. Student must perform on a standard wind or percussion instrument
3. Student must own an instrument or agree to take care of a school instrument (when available).

Grade Level: 7, 8

Description: This course is designed to help the beginning music student progress in proficiency on his or her instrument by fostering the development of musical talents and abilities. Students will have the opportunity to perform in the band as well as in smaller ensembles. Field trips to concerts, guest conductors, master classes, and other such enhancement activities may be used. Performances are the culmination of in-class work and are required of all members. The band will play in several concerts during the school year and will perform with the high school pep band at all boys' home varsity basketball games. Members of the Intermediate Band may be eligible to participate in the Marching Band at the discretion of the director.

### Business and Information Technology

Fee: \$6.00

Grades 7

Description: The Indiana Business and Information Technology Middle School course(s) provides concepts and applications that facilitate the development of competencies required for success in all academic areas and in real-world contexts. The curriculum relates closely to understandings and competencies students will need as their world expands and as they develop career interests. The four broad areas included in this curriculum are technology, career exploration, personal finance/economics, and entrepreneurship. The performance expectations and instructional strategies for each area provide many opportunities to engage students in learning and applying technology as a tool. This approach is in keeping with the NETS (National Educational Technology Standards) approach, which places heavy emphasis on integrating technology into the curriculum. The No Child Left Behind (NCLB) legislation mandates that students reach technological proficiency by the completion of the eighth grade.

It is imperative to understand that this entire middle school curriculum (Technology, Career Exploration, Personal Finance/Economics, and Entrepreneurship) cannot be attained in just one exploration or one rotation class in a semester, trimester, or block program of studies. It is a sequential and developmental program of study. Students should progress on the basis of the number of weeks available for business content instruction in their middle school curriculum.

Language Arts 7

Grade Level: 7

Course #: 0420\_07

Description: Language Arts, Grade 7, integrates instruction emphasizing reading, writing, speaking and listening in interest- and age-appropriate content. Students develop advanced skills and strategies in reading. They understand comparisons, such as analogies and metaphors, and they begin to use their knowledge of roots and word parts to understand science, social studies, and mathematics vocabulary. They begin to read reviews, as well as critiques of both informational and literary writing. They read and respond to fiction selections, such as classic and contemporary literature, historical fiction, fantasy or science fiction, mystery or adventure, folklore or mythology, poetry, short stories, and dramas, and nonfiction selections, such as subject area books, biographies or autobiographies, magazines and newspapers, various reference or technical materials, and online information. Students self-select books of interest and read independently for enjoyment. Students develop advanced skills and strategies in language. Using oral discussion, reading, writing, art, music, movement, and drama, students respond to fiction, nonfiction, and informational selections or reality-based experiences, multimedia presentations, and classroom or group experiences. They write or deliver longer research reports that take a position on a topic, and they support their positions by citing a variety of sources. They use a

variety of sentence structures and modifiers to express their thoughts. They deliver persuasive presentations that state a clear position in support of an arguments or proposal. Students also listen to literature read aloud to them and write independently for enjoyment.

### Language Arts 8

Grade Level: 8

Course #: 0420\_08

Description: Language Arts, Grade 8, integrates instruction emphasizing reading, writing, speaking and listening in interest- and age-appropriate content. Students begin to study the history and development of English vocabulary. They begin to compare different types of writing as well as different perspectives on similar topics or themes. They evaluate the logic of informational texts and analyze how literature reflects the backgrounds, attitudes, and beliefs of the authors. They read and respond to fiction selections, such as classic and contemporary literature, historical fiction, fantasy or science fiction, mystery or adventure, folklore or mythology, poetry, short stories, and dramas, and nonfiction selections, such as subject area books, biographies or autobiographies, magazines and newspapers, various reference or technical materials, and online information. Students self-select books of interest and read independently for enjoyment.

Students get ready for the language challenges of high school materials. Using oral discussion, reading, writing, art, music, movement, and drama, students respond to fiction, nonfiction, and informational selections or reality-based experiences, multimedia presentations, and classroom or group experiences. They not only write or deliver research reports but also conduct their own research. They use subordination, coordination, noun phrases and other devices of English language conventions to indicate clearly the relationship between ideas. They deliver a variety of types of presentations and effectively respond to questions and concerns from the audience.

### Math 8

Grade Level: 8

Course #: 0430\_08

Description: 8<sup>th</sup> grade Math continues to develop topics that are the foundation of the mathematics taught during high school. The class will continue to develop a deeper understanding of rational numbers and work with irrational numbers. Students will continue to develop their skill at writing and solving equations and inequalities. A connection will be made between ratios and proportions with lines and linear functions. A deeper understanding of spatial reasoning, measurement, Pythagorean Theorem, statistics and probability will be developed.

### Algebra I

Credits: 2

Course #: 2520

Prerequisites: At least a "B" Average Pre-algebra 7 or permission from Teacher.

Grade Level: 8

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

### Math 7

Grade Level: 7

Course #: 0430\_07

Description: 7<sup>th</sup> Grade Math contains topics that are the foundation of the mathematics taught during high school. The class will cover real-world problems and mathematical problems involving rational numbers and will also include the study of ratios, proportions, and percents. An understanding in the use of scientific notation and square roots to solve problems will be developed. How to write and solve equations and inequalities and also use the correct terminology when discussing results will be taught. Plane and solid geometric shapes as well as measurement to increase the understanding of how to compute perimeter, area, volume, and use Pythagorean Theorem, will be covered. Students will be taught how to collect, organize, compare and represent data to determine probabilities and make predictions.

### Pre-Algebra I

Prerequisites: At least a "B" Average in 6<sup>th</sup> grade math or permission from Teacher.

Grade Level: 7

Course #: 0430\_7P

Description: Pre-algebra continues to develop topics that are the foundation of the mathematics taught during high school. The class will continue to develop a deeper understanding of rational numbers and work with irrational numbers. Students will continue to develop their skill at writing and solving equations and inequalities. A connection will be made between ratios and proportions with lines and linear functions. A deeper understanding of spatial reasoning, measurement, Pythagorean Theorem, statistics and probability will be developed.

### Health Education

Grade Level: 7, 8

Course #: 3506

Description: Middle and junior high school health education provides for the continued development of attitudes and behaviors related to becoming a



health-literate individual. This course includes the major content areas in a planned, sequential, comprehensive health education curriculum as expressed in the Indiana Health Education Proficiency Guide: (1) Growth and Development; (2) Mental and Emotional Health; (3) Community and Environmental Health; (4) Nutrition; (5) Family Life Education; (6) Consumer Health; (7) Personal Health; (8) Alcohol, Tobacco, and Other Drugs Education; (9) Intentional and Unintentional Injury; and (10) Health Promotion and Disease Prevention. This course focuses on skills and skill applications that assist in building competencies for health literacy. These may include decision-making skills, stress management skills, communication skills, social skills, and assertiveness skills. The adolescent student has instructional opportunities to investigate how health behaviors impact health, well-being, and disease prevention and to accept personal responsibility for health-related decisions.

### Physical Education 8

Grade Level: 8

Course #: 0450\_08

Description: Physical Education 8 is a class which provides students with opportunities to refine skills and develop advanced skills in a variety of activities. Emphasis is placed on the importance of a healthy lifestyle and making wise choices for leisure time pursuits. Activities which address muscular strength and endurance, flexibility, cardiovascular endurance and body compositions will be taught. Rules and strategies will be taught along with sportsmanship and cooperative skills. Skill evaluations will be both written and performance bases. Units of instruction include: track and field, badminton, basketball, soccer, softball, volleyball, tumbling, Frisbee, juggling, table tennis, rope jumping, and other recreational games. All students enrolled in this course will be required to wear their PE t-shirt for daily physical education class. This shirt will be available for purchase while paying the beginning of the year book fees. Students will be responsible for supplying their own gym shorts using good judgement on what is appropriate.

### Physical Education 7

Grade Level: 7

Course #: 0450\_07

Description: Physical Education 7 provides students with a variety of activities that promotes the total fitness and well-being of the junior high student. At this level, the co-educational program offers an opportunity for students to improve and apply previously learned psychomotor skills in both cooperative and competitive settings. Rules and strategies will also be taught in a variety of individual, dual, and team sports. Students will also be given opportunities for developing an understanding of physiological changes that occur as a result of physical activity and exercise. Skill evaluations will be both written and

performance based. Units of instruction include: conditioning, badminton, volleyball, softball, basketball, tumbling, Frisbee, table tennis, shuffleboard, rope jumping, and other recreational games. All students enrolled in this course will be required to wear their PE t-shirt for daily physical education class. This shirt will be available for purchase while paying the beginning of the year book fees. Students will be responsible for supplying their own gym shorts using good judgment on what is appropriate.

Science 7

Fee: \$6.00/sem.

Grade Level: 7

Course #: 0460\_07

Description: 7th grade science is aligned with Indiana academic standards. Students will be exposed to the nature of scientific inquiry as well as fundamental design and methodology of scientific experimentation. The academic standards also include rudimentary physics, basic geology, and an introduction to life and biological science. Students will conduct various investigations that will expose them to the fundamental role of science and engineering in our society.

Science 8

Fee: \$6.00/sem.

Grade Level: 8

Course #: 0460\_08

Description: 8th grade science is aligned with Indiana academic standards. Students will be exposed to the nature of scientific inquiry as well as fundamental design and methodology of scientific experimentation. The academic standards include the interactions of atoms and matter, earth and environmental science, and basic genetics. Students will conduct various investigations that will expose them to the fundamental role of science and engineering in our society.

Social Studies 8

Grade Level: 8

Course #: 0470\_08

Description: Eighth grade United States History emphasizes the interaction of historical events and geographic, social, and economic influences on national development prior to the twentieth century. Special attention is given to: (1) Native American cultures and the pre-Columbian period; (2) colonial, revolutionary, and constitutional issues; (3) early national formation; (4) sectional divisions leading to the Civil War; (5) Reconstruction; (6) industrialization; (7) urbanization; and (8) immigration. In this course, students examine major themes, issues, events, movements, and figures in United States history prior to 1900 and explore their relationship to modern issues and current events, for example: (1) anti war movements in different periods in United States history, (2) the influence of inventions and economic innovations, and (3) Indiana's concurrent growth and development. Eighth grade students need to experience a variety of teaching and learning strategies. Students are provided practice in thinking and research skills by learning to use the media center, primary documents, and community resources to identify, evaluate, and use appropriate

date and reference information. This course also helps students to develop an appreciation of historical preservation. Finally, students should demonstrate, through their studies, a commitment to the rights and responsibilities of citizenship in a democratic society

### Social Studies 7

Grade Level: 7

Course #: 0470\_07

Description: In the seventh grade students take geography. The first of the class focuses on global geography and the geographic skills. These skills include map reading, latitude and longitude and vocabulary. Different cultural regions are then studied using these newly acquired skills. The main focus of these cultural regions is in the eastern hemisphere.

### Spanish Exposure 7

Grade Level: 8

Course #: 2182

Description: Exploratory Spanish is a 12 week exposure course for students who have not had prior opportunity for foreign language learning. The typical objectives of this course are to (1) motivate greater interest in language learning; (2) orally master a limited body of conversational language material; (3) improve study techniques, especially those useful in learning a foreign language; (4) improve reading skills through vocabulary awareness and acquisition; (5) increase sensitivity to and appreciation of Spanish and Latino cultures; and (6) provide a more effective way for students to determine if they wish to pursue Spanish language learning in high school.

### Spanish I -8

Credits: 2

Prerequisites: "B" Average in English 7

Course #: 2120

&"B" Average in Spanish exposure 7 or  
Permission of the teacher

Grade Level: 8

Description: Spanish 1 introduces students to Spanish language and Hispanic culture. Emphasis is placed on developing reading, writing, speaking, and listening skills within cultural contexts. Students become familiar with the geography of the Spanish-speaking world and learn about culture by exploring similarities and differences between Anglo and Latino life. Students also learn how to communicate basic needs; express likes and dislikes; describe family, friends and home; and talk about leisure and school activities. As a result of this course, students acquire the basic vocabulary and grammatical structures needed for minimal communication.

### Industrial Arts Education 8

Fee: \$10.00

Grade Level: 8

Course #: 0491\_08

Technology Education 8 is a second level introductory course. This activity based course will continue to expose the students to the four areas of Technology: Transportation, Communication, Construction, and Manufacturing.

Transition

Grade level: 7, 8

Course #: 0432\_0428

Description: This course is one that is designed to help our students as they transition from Elementary school into the junior high and beyond. Students will rotate during the week between several teachers that are specializing in Math, English, and Study/Organizational Skills. Students will learn how to and will be required to fill out their assignment books, keep an organized notebook, be given tips and help on how to study more effectively. Specific days will be given also to work on Math and English understanding and comprehension to better prepare students not only for the ISTEP+ assessment but also for their High School Career.

## **MISSION STATEMENT**

### Randolph Southern Jr/Sr High School

The staff of Randolph Southern Jr/Sr High School expects each student to reach his/her potential through instruction based on a challenging curriculum, interaction in an educationally positive climate, and maturation in an environment that encourages the values of a democratic society. We will strive to ensure that each student acquires the academic skills, social consciousness, and self-confidence needed to successfully develop into a contributing member of society.

#### Equal Opportunity and Non-discrimination

Randolph Southern School Corporation is committed to equal opportunity and does not discriminate on the basis of age, race, color, religion, sex, handicapping conditions, or national origin including limited English proficiency, in any employment opportunity. No person is excluded from participation in, denied the benefits of, or otherwise subjected to unlawful discrimination on such basis under any educational program or student activity.

Any individual who feels that he/she has experienced discrimination shall forward to the Superintendent in writing a statement detailing the alleged discrimination. The Superintendent's Office is located at One Rebel Drive, Lynn, IN 47355, PH: (765) 874-1181.

Title IX (gender) Coordinator is the Superintendent, whose office is located at One Rebel Drive, Lynn, IN, PH: (765) 874-1181.

Section 504 (Handicapping conditions) Coordinator is the Jr/Sr High School Principal, whose office is located at Two Rebel Drive, Lynn, IN PH: (765) 874-2541.

Americans With Disabilities Act (ADA) Coordinator is the Superintendent, whose office is located at One Rebel Drive, Lynn, IN, PH: (765) 874-1181.

## **STUDENT SECURITY**

In response to recent national events involving school children and personnel, Randolph Southern has developed security measures to keep our school safe. The doors adjacent to the high school office will be the only unlocked doors during school hours and to gain entry into the building you will have to be buzzed into the building by the secretary after she has gained your identification. It should be noted that all doors in the building are equipped with panic bars and are accessible for exit at anytime during the school days.

## RANDOLPH SOUTHERN DIPLOMAS

A student may earn one of four types of diplomas at Randolph Southern:

**General Diploma** requires a student to earn at least 44 credits.

**Core-40 Diploma** requires a student to earn at least 44 credits.

**Core-40 with Academic Honors Diploma** requires a student to earn at least 47 credits.

**Core-40 with Technical Honors Diploma** requires a student to earn at least 47 credits.

Students at Randolph Southern have several opportunities to earn dual credits.

Indiana General High School Diploma	
<p>The completion of Core 40 is an Indiana graduation requirement. Indiana's Core 40 curriculum provides the academic foundation all students need to succeed in college and the workforce.</p> <p>To graduate with less than Core 40, the following formal opt-out process must be completed:</p> <ul style="list-style-type: none"> <li>• The student, the student's parent/guardian, and the student's counselor (or another staff member who assists students in course selection) must meet to discuss the student's progress.</li> <li>• The student's Graduation Plan (including four year course plan) is reviewed.</li> <li>• The student's parent/guardian determines whether the student will achieve greater educational benefits by completing the general curriculum or the Core 40 curriculum.</li> <li>• If the decision is made to opt-out of Core 40, the student is required to complete the course and credit requirements for a general diploma and the career/academic sequence the student will pursue is determined.</li> </ul>	
Course and Credit Requirements (Class of 2016 & Beyond)	
English/Language Arts	<b>8 credits</b> Credits must include literature, composition and speech
Mathematics	<b>4 credits</b> 2 credits: Algebra I or Integrated Mathematics I 2 credits: Any math course <i>General diploma students are required to earn 2 credits in a Math or a Quantitative Reasoning (QR) course during their junior or senior year. QR courses do not count as math credits.</i>
Science	<b>4 credits</b> 2 credits: Biology I 2 credits: Any science course <i>At least one credit must be from a Physical Science or Earth and Space Science course</i>
Social Studies	<b>4 credits</b> 2 credits: U.S. History 1 credit: U.S. Government 1 credit: Any social studies course
Physical Education	<b>2 credits</b>
Health and Wellness	<b>1 credit</b>
College and Career Pathway Courses	<b>6 credits</b>
Flex Credit	<b>5 credits</b> Flex Credits must come from one of the following: <ul style="list-style-type: none"> <li>• Additional elective courses in a College and Career Pathway</li> <li>• Courses involving workplace learning such as Cooperative Education or Internship courses</li> <li>• High school/college dual credit courses</li> <li>• Additional courses in Language Arts, Social Studies, Mathematics, Science, World Languages or Fine Arts</li> </ul>
Electives	<b>10 credits</b> Specifies the minimum number of electives required by the state. High school schedules provide time for many more elective credits during the high school years.
<b>44 Total RS Credits Required</b> Schools may have additional local graduation requirements that apply to all students	



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

## Course and Credit Requirements

English/ Language Arts	<b>8 credits</b>
	Including a balance of literature, composition and speech.
Mathematics	<b>6 credits (in grades 9-12)</b>
	2 credits: Algebra I 2 credits: Geometry 2 credits: Algebra II <i>Or complete Integrated Math I, II, and III for Science. Students must take at least one quantitative reasoning course each year in high school.</i>
Science	<b>6 credits</b>
	2 credits: Biology I 2 credits: Chemistry I or Physics I or Integrated Chemistry-Physics 2 credits: any Core 40 science course
Social Studies	<b>6 credits</b>
	2 credits: U.S. History 1 credit: U.S. Government 1 credit: Economics 2 credits: World History/Civilization or Geography/History of the World
Directed Electives	<b>5 credits</b>
	World Languages Fine Arts Career and Technical Education
Physical Education	<b>2 credits</b>
Health and Wellness	<b>1 credit</b>
Electives*	<b>10 credits</b> <small>(College and Career Pathway courses recommended)</small>
<b>44 Total RS Credits Required</b>	

Schools may have additional local graduation requirements that apply to all students.

\* Specifies the number of electives required by the state. High school schedules provide time for many state electives during the high school years. All students are strongly encouraged to complete a College and Career Pathway (selecting electives in a deliberate manner) to take full advantage of career and college exploration and preparation opportunities.

## CORE40 with Academic Honors

(minimum 47 credits)

For the Core 40 with Academic Honors diploma, students must:

- Complete all requirements for Core 40.
- Earn 2 additional Core 40 math credits.
- Earn 6-8 Core 40 world language credits (6 credits in one language or 4 credits each in two languages).
- Earn 2 Core 40 fine arts credits.
- Earn a grade of a "C" or better in courses that will count toward the diploma.
- Have a grade point average of a "B" or better.
- Complete one of the following:
  - A. Earn 4 credits in 2 or more AP courses and take corresponding AP exams
  - B. Earn 6 verifiable transcribed college credits in dual credit courses from the approved dual credit list.
  - C. Earn two of the following:
    1. A minimum of 3 verifiable transcribed college credits from the approved dual credit list.
    2. 2 credits in AP courses and corresponding AP exams.
    3. 2 credits in IB standard level courses and corresponding IB exams
  - D. Earn a combined score of 1750 or higher on the SAT critical reading, mathematics and writing sections and a minimum score of 530 on each
  - E. Earn an ACT composite score of 26 or higher and complete written section
  - F. Earn 4 credits in IB courses and take corresponding IB exams.

## CORE40 with Technical Honors

(minimum 47 credits)

For the Core 40 with Technical Honors diploma, students must:

- Complete all requirements for Core 40.
- Earn 6 credits in the college and career preparation courses in a state-approved College & Career Pathway and one of the following:
  1. State approved, industry recognized certification or credential, or
  2. Pathway dual credits from the approved dual credit list resulting in 6 transcribed college credits
- Earn a grade of "C" or better in courses that will count toward the diploma.
- Have a grade point average of a "B" or better.
- Complete one of the following.
  - A. Any one of the options (A - F) of the Core 40 with Academic Honors
  - B. Earn the following scores or higher on WorkKeys: Reading for Information Level 6, Applied Mathematics – Level 6, and Locating Information–Level 5.
  - C. Earn the following minimum score(s) on Accuplacer: Writing 80, Reading 90, Math 75.
  - D. Earn the following minimum score(s) on Compass: Algebra 66 Writing 70, Reading 80.

## **AUDIT/RETAKE OF A CLASS POLICY**

The Audit/Retake Policy at Randolph Southern is provided to allow students to: Maintain eligibility for an Academic Honors Diploma and/or lay a better foundation for future success in sequential course work.

In the event a student earning a C- or below needs or wishes to audit/retake a class, the following guidelines will be followed.

1. Permission must be obtained from Guidance Dept. and/or Principal and Teacher, except in the case of classes required for graduation.
2. If the student's grade improves, then the improved grade will replace the lower grade on the student's transcript and in the figuring of their GPA. No additional credit will be given in a class where credit has already been awarded.
3. Students will be required to fulfill all requirements that other students in that class are expected to do.
4. Classes that are of a "sequential nature" are expected to be taken in sequential order. Examples: Spanish I will not be allowed to be retaken for a better grade if the student has already passed Spanish II or a higher-level Spanish class. Algebra I will not be allowed to be retaken for a higher grade if students have already passed Algebra II or a higher-level math class. These are only two examples; this rule may be applied to other classes.

RECOMMENDED FOR POLICY TO BE EFFECTIVE WITH THE 2018-2019 SCHOOL YEAR.

Board Approved: February 12, 2108