

**BOYDEN-HULL HIGH SCHOOL**



**COURSE DESCRIPTION HANDBOOK**

**2021-22**

# **Boyden-Hull High School Graduation Requirements**

## **Requirements for Graduation/Early Graduations (BH 505.6)**

As of the graduating Class of 2016, you will need the following as requirements for graduation:

- 4 years of English – including English 9, English 10, American Literature, and Senior English which includes Honors English, College Prep English or Tech Prep English
- 3 years of Math – including Alg I or equivalent
- 3 years of Science – including Physical Science and Biology
- 3 years of Social Studies – including American Gov't., U.S. Hist and World History
- 4 years of PE
- 1 semester of Personal Finance & Literacy
- Electives to meet the 47 credit graduation requirement (Class of 2016)

One credit per semester is given for each subject including Band and Choir and one half credit per semester is given for Physical Education

All students are required to have a written 4-year plan on file in the Guidance Office, that includes career options and outline of coursework needed to support the plan. A parental signature is required on the plan.

A candidate for a high school diploma at BoydenHull High School must be registered as either a "regular" or "special" student. A "regular" student must be enrolled in at least seven (7) courses each semester. This means that no student may register for more than one regular study hall per regular school day. The student must be enrolled and pass Physical Education each semester (except by special request from a licensed physician). The student must have taken and passed the requirements as listed above. The Principal may excuse a student from taking the PE requirement, if that students requests to register in an 8th academic course. Except in situations where the welfare of the student is in jeopardy, students will not be permitted to alter their course enrollment after the first week of the semester. All courses are available to members of both sexes. **Students who have not met the graduation credit requirements cannot participate in the graduation ceremony.**

It is the policy of the Boyden-Hull Community School not to discriminate on the basis of real or perceived age, race, creed, color, religion, national origin, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status in its educational program and activities. All students should enroll in the classes that best advance their skills and possible career choices.

STUDENT'S NAME \_\_\_\_\_ GRADE NEXT YEAR \_\_\_\_\_ TODAY'S DATE \_\_\_\_\_

GUIDANCE SIGNATURE \_\_\_\_\_ DATE \_\_\_\_\_

RESOURCE TEACHER SIGNATURE (IF APPLICABLE) \_\_\_\_\_ DATE \_\_\_\_\_

CREDITS EARNED TO DATE \_\_\_\_\_

## THE 4-YEAR PLAN MUST BE REVIEWED AND WRITTEN EACH YEAR!

FRESHMAN YEAR		SOPHOMORE YEAR		JUNIOR YEAR		SENIOR YEAR	
1 <sup>st</sup> Sem.	2 <sup>nd</sup> Sem.	1 <sup>st</sup> Sem.	2 <sup>nd</sup> Sem.	1 <sup>st</sup> Sem	2 <sup>nd</sup> Sem.	1 <sup>st</sup> Sem.	2 <sup>nd</sup> Sem.
1. English 9	1. English 9	1. English 10	1. English 10	1. American Lit	2. American Lit	1. Tech Prep or College Prep or Honors English	1. Tech Prep or College Prep or Honors English
2. Physical Science	2. Physical Science	2. Biology	2. Biology	3. Science	3. Science	2. Am. Gov't	2. Social Studies
3. Pre-Algebra or Algebra I	3. Pre-Algebra or Algebra I	3. Algebra I or Geometry	3. Algebra I or Geometry	3. Math	3. Math	3.	3.
4. 9 <sup>th</sup> Grade PE/Health	4. 9 <sup>th</sup> Grade PE/Health	4. World History	4. World History	4. U.S. History	4. U.S. History	4.	4.
5.	5.	5. PE	5. PE	6. PE	6. PE	5.	5.
6.	6.	6.	6.	6.	6.	6.	6.
7.	7.	7.	7.	7.	7.	7.	7.
8. Alt. #1	8. Alt. #1	8. Alt. #1	8. Alt. #1	8. Alt. #1	8. Alt. #1	8. Alt. #1	8. Alt. #1
9. ALT. #2	9. ALT. #2	9. ALT. #2	9. ALT. #2	9. ALT. #2	9. ALT. #2	9. ALT. #2	9. ALT. #2

ALL REGULAR STUDENTS MUST EVENTUALLY HAVE 7 CLASSES SCHEDULED. YOUR ALTERNATE CHOICE WILL BE USED IF THERE IS A CONFLICT WITH YOUR OTHER CHOICES. YOU MUST LIST AN ALTERNATE. STUDY HALLS MAY NEVER BE AN ALTERNATE.

AS A JUNIOR OR SENIOR, I PLAN TO REQUEST A WAIVER FOR PHYSICAL EDUCATION (PE):      YES OR NO  
(PLEASE CIRCLE ONE)

AFTER HIGH SCHOOL, I PLAN TO DO ONE OF THE FOLLOWING: WORK      MILITARY      2 YEAR      4 YEAR  
(PLEASE CIRCLE ONE)

\_\_\_\_\_  
(STUDENT'S SIGNATURE)

\_\_\_\_\_  
(PARENT'S SIGNATURE)

*It is the policy of the Boyden-Hull Community School not to discriminate on the basis of real or perceived age, race, creed, color, religion, national origin, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status in its educational program and activities. All students should enroll in the classes that best advance their skills and possible career choices.*

# Boyden-Hull High School Course Request Form

**2021-22**

(Last Name)	(First Name)	(Grade Next Year)
<p style="text-align: center;"><b><u>Language Arts</u></b></p> 70 English 9 71 English 10 72 American Exp. 74 Appreciation of Lit. 75 Tech Prep English 76 College Prep English 77 Honors English 79 Fund. of English	<p style="text-align: center;"><b><u>Mathematics</u></b></p> 99 Pre-Algebra 100 Algebra I 103 Geometry 104 Algebra II 105 Advanced Math 107 AP Calculus 113/--- Statistics (Polycom-RV) ---/114 Trigonometry(Polycom-RV) 101/-- Consumer Math ---/102 Applied Math 97 * Fundamental Math *Teacher Recommendation Only	<p style="text-align: center;"><b><u>Science</u></b></p> 130 Physical Science 131 Biology 132 Chemistry 133 Anatomy & Physiology 134 Physics 139/--- Environmental Science (Fall-Even) 137/--- Biology II (Fall/Odd) ---/136 Forensic Science (Each Spring)
<p style="text-align: center;"><b><u>Social Studies</u></b></p> 160 World History 161 U.S. History 162/--- American Government ---/163 Economics 164/--- Psychology ---/165 Sociology 166 Current Geography ---/167 Ethics	<p style="text-align: center;"><b><u>PE &amp; Health</u></b></p> 197 9th Grade PE/Health 198 General PE (10-12) 195 CNA (Offered either in Spring or Fall based on interest) 10-12	<p style="text-align: center;"><b><u>Foreign Language</u></b></p> 340 Spanish I 341 Spanish II 342 Spanish III 343 Spanish IV
<p style="text-align: center;"><b><u>Visual &amp; Fine Arts</u></b></p> 290/--- Art I ---/291 Paint & Design 292/--- Clay & Sculpture ---/293 Photo Design 300 Advanced Art 294 Concert Band 295/--- Band Auxilliary (No Credit) 296 Concert Choir	<p style="text-align: center;"><b><u>Comp. Science/Business (CTE)</u></b></p> 250/--- Computer Apps 251 Introduction to Business 252 Accounting ---/253 Automated Accounting 254/254 Personal Financial Literac 256/--- Entrepreneurship I ---/257 Social Media & Marketing 258 Introduction to Programming ---/259 Mobile Applications ---/260 Computer Gaming Design 261/--- Dig. & Social Media Tech. ---/262 Web Page Design	<p style="text-align: center;"><b><u>Family &amp; Consumer Sciences</u></b></p> 360 Family & Consumer Science 361/--- Textiles & Clothing ---/362 Sports Nutrition 363/--- House & Interior Design ---/364 Child Development & Parenting 365/--- Culinary Arts I ---/366 Culinary Arts II 367 Culinary Arts III/Food Production
<p style="text-align: center;"><b><u>Agriculture</u></b></p> 230 Introduction to AFNS 231 Animal Science (Even) 232 Crop Science (Odd) 233 Farm Machinery & Implements (Fall) 234 Hort. Science & Nat. Resources (Spring) 237 Agriculture Bus. & Man. (Fall)	<p style="text-align: center;"><b><u>Building Trades</u></b></p> 400 Foundation of Ind. Tech. 401 Drafting 402 Principles of Cabinetry 403 Constnction Projects 404 Building Trades 405 Renewable Energy & App 406 Industrial Power & Tech. 407 Welding & Metal Technology 408 Manufacturing Processes 409 Advanced Manufacturing	<p style="text-align: center;"><b><u>Miscellaneous</u></b></p> 78 Writing for Publications 420 Gifted & Talented 261 Agriculture Work Experience 262 Building Trades Work Experience 263 Business Work Experience 264 Health Sciences Work Experience

(Alternate #1)

(Alternate #2)

**Have you registered for 7 classes for each semester?**

I have registered for \_\_\_\_\_ classes for 1<sup>st</sup> Semester and \_\_\_\_\_ classes for 2<sup>nd</sup> Semester.

**Students Enrolling in Concurrent and/or CTE Courses must the NCC Registration Forms by May 1<sup>st</sup> and submit with their 4-Year Plan to Guidance Counselor!**

It is the policy of the Boyden-Hull Community School not to discriminate on the basis of real or perceived age, race, creed, color, religion, national origin, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status in its educational program and activities. All students should enroll in the classes that best advance their skills and possible career choices.

## TABLE OF CONTENTS

<b><u>Language Arts</u></b>		<b><u>Ag. Business &amp; Management (237)</u></b>	21
<b><u>English 9 (70)</u></b>	6	<b><u>Industrial Technology</u></b>	
<b><u>English 10 (71)</u></b>	6	<b><u>Foundations of Ind. Tech. (400)</u></b>	23
<b><u>American Literature (72)</u></b>	6	<b><u>Drafting (401)</u></b>	23
<b><u>Appreciation of Lit. (74)</u></b>	6	<b><u>Princ. of Cabinetry (402)</u></b>	23
<b><u>Tech Prep English (75)</u></b>	7	<b><u>Construction Projects (403)</u></b>	24
<b><u>College Prep English (76)</u></b>	7	<b><u>Building Trades (404)</u></b>	24
<b><u>Honors English (77)</u></b>	7	<b><u>Renewable Energy &amp; App. (405)</u></b>	24
<b><u>Writing for Publication (78)</u></b>	7	<b><u>Industrial Power &amp; Tech. (406)</u></b>	25
<b><u>Fund. of English (79)</u></b>	8	<b><u>Welding &amp; Metal Tech. (407)</u></b>	25
<b><u>Mathematics</u></b>		<b><u>Manufacturing Processes (408)</u></b>	25
<b><u>Fundamental Math (97)</u></b>	9	<b><u>Advanced Man. (409)</u></b>	26
<b><u>Pre-Algebra (99)</u></b>	9	<b><u>Business</u></b>	
<b><u>Algebra I (100)</u></b>	9	<b><u>Computer Applications (250)</u></b>	27
<b><u>Geometry (103)</u></b>	9	<b><u>Basic Comp. Programming (259)</u></b>	27
<b><u>Algebra II (104)</u></b>	10	<b><u>Introduction to Business (251)</u></b>	27
<b><u>Elementary Statistics (113)</u></b>	10	<b><u>Accounting (252)</u></b>	28
<b><u>Trigonometry (114)</u></b>	10	<b><u>Business Law (255)</u></b>	28
<b><u>Consumer Math (102)</u></b>	10	<b><u>Entrepreneurship I (256)</u></b>	28
<b><u>Advanced Math (105)</u></b>	11	<b><u>Entrepreneurship II (257)</u></b>	28
<b><u>AP Calculus (107)</u></b>	11	<b><u>Automated Accounting (253)</u></b>	28
<b><u>Science</u></b>		<b><u>Pers. Financial Literacy (254)</u></b>	29
<b><u>Physical Science (130)</u></b>	12	<b><u>Adv. Computer Applications (258)</u></b>	29
<b><u>Biology (131)</u></b>	12	<b><u>Adv. Comp. Programming (260)</u></b>	29
<b><u>Chemistry (132)</u></b>	12	<b><u>Family &amp; Consumer Science</u></b>	
<b><u>Physics (134)</u></b>	13	<b><u>Family &amp; Consumer Science (360)</u></b>	30
<b><u>Anatomy &amp; Physiology (133)</u></b>	13	<b><u>Textiles and Clothing (361)</u></b>	30
<b><u>Environmental Science (139)</u></b>	13	<b><u>Sports Nutrition (362)</u></b>	31
<b><u>Biology II (137)</u></b>	14	<b><u>House &amp; Interior Design (363)</u></b>	31
<b><u>Forensic Science (136)</u></b>	14	<b><u>Child Dev. &amp; Parenting (362)</u></b>	31
<b><u>Social Studies</u></b>		<b><u>Culinary I</u></b>	32
<b><u>World History (160)</u></b>	15	<b><u>Culinary II</u></b>	32
<b><u>U.S. History (161)</u></b>	15	<b><u>Culinary III - Food Production</u></b>	32
<b><u>American Government (162)</u></b>	15	<b><u>Work Experience</u></b>	
<b><u>Psychology (164)</u></b>	16	<b><u>Agriculture Work Experience (261)</u></b>	33
<b><u>Sociology (165)</u></b>	16	<b><u>Building Trades Work Experience (262)</u></b>	33
<b><u>Current Geography (166)</u></b>	16	<b><u>Business Work Experience (263)</u></b>	33
<b><u>Ethics (167)</u></b>	16	<b><u>Health Science Work Experience (264)</u></b>	33
<b><u>Foreign Language</u></b>		<b><u>Visual Arts</u></b>	
<b><u>Spanish I (340)</u></b>	17	<b><u>Art I (290)</u></b>	34
<b><u>Spanish II (341)</u></b>	17	<b><u>Clay &amp; Sculpture (292)</u></b>	34
<b><u>Spanish III (342)</u></b>	17	<b><u>Photo Design (293)</u></b>	34
<b><u>Spanish IV (343)</u></b>	17	<b><u>Paint &amp; Design (291)</u></b>	35
<b><u>Health &amp; Physical Education</u></b>		<b><u>Advanced Art (300)</u></b>	35
<b><u>PE/Health - 9th (197)</u></b>	18	<b><u>Performing Arts</u></b>	
<b><u>PE - 10th-12th (198)</u></b>	18	<b><u>Band (294)</u></b>	36
<b><u>Agriculture</u></b>		<b><u>Band Auxiliary (295)</u></b>	36
<b><u>Intro. to AFNR (230)</u></b>	20	<b><u>Concert Choir (296)</u></b>	36
<b><u>Animal Science (231)</u></b>	20	<b><u>Miscellaneous</u></b>	
<b><u>Crop Science (232)</u></b>	20	<b><u>Gifted &amp; Talented</u></b>	37
<b><u>Farm Machinery &amp; Imp. (233)</u></b>	20	<b><u>Drivers Education</u></b>	37
<b><u>Hort./Natural Resources (234)</u></b>	21	<b><u>IOAPA Courses</u></b>	38-45
		<b><u>Appendix A - FFA Eligibility</u></b>	46

It is the policy of the Boyden-Hull Community School not to discriminate on the basis of real or perceived age, race, creed, color, religion, national origin, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status in its educational program and activities. All students should enroll in the classes that best advance their skills and possible career choices.

## 2021-22 COURSE DESCRIPTIONS

### LANGUAGE ARTS

#### **ENGLISH 9 (70) (Full year course) \*(GR)**

The English 9 course involves all areas of communication: reading, writing, speaking, listening, viewing and visualizing. To develop these skills, emphasis is placed on grammar, vocabulary, composition, speaking, and literature. The format of the course is varied so that a great length of time is not spent on any one area. The literature part of the course is designed to help the students improve reading skills, find out more about themselves, to help them establish aims, goals, and values, and to help them develop literary appreciation. After extensive writing, journaling, and vocabulary study, students will be able to write with more clarity and style and will use improved grammar, vocabulary, and punctuation.

#### **ENGLISH 10 (71) (Full year course) \*(GR) READY**

English 10 is taken during a student's sophomore year. Students will develop their communication skills as they examine each of the four elements of language: reading, writing, listening, and speaking. The course includes study of several genres: short stories, novels, and Greek mythology. Major works such as *The Odyssey*, *Julius Caesar*, and *Fahrenheit 451* are also included. Students will develop critical thinking skills through a study of nonfiction reading and response strategies. Students will practice several skills of research writing including research strategies, organization, internet use, source credibility, and documentation. Grammar is reviewed as a means of discussing and improving written communication. Students will improve their reading comprehension and vocabulary skills through weekly assignments.

#### **AMERICAN LITERATURE (72) (Full year course) \*(GR) - READY**

**Prerequisite: Successful completion of English 9 and 10. You may not enroll in English 11 without instructor approval if you do not meet this prerequisite.**

This course has evolved into a joint course with American History called The American Experience. Students meet in a large group together with both teachers. An emphasis is placed on a topical study of history and literature. The American literature portion of the class will study the development of American literature--its writers, genres and themes--from the beginning of America to modern times. Emphasis will be placed on connecting literature to American history and literature's continued effect on culture today. Skills of reading, writing, speaking, and listening will be reinforced along with studies of vocabulary and grammar. This course will be taught in conjunction with the year long course American History.

#### **Appreciation of Literature (74) (Elective) - READY**

Elective: 11th & 12 Grades

**Prerequisite: Successful completion of English 9 and 10.**

This elective English course is designed for students wishing to develop or enhance an appreciation of literature, particularly the modern novel. Upon this foundation, students will develop skills in critical thinking, analysis, and communication through reading, writing, and group discussions, focusing more specifically on how modern novels define and/or reflect current American culture. Students will read and study some novels collectively as a class, while **at** other times students will choose novels for independent reading. With instructor guidance, content will be largely driven by student preferences and interests. Depending on the wishes and population of the course, content may include poetry, short stories, drama, and/or film. This course, requiring extensive reading, will demand reading beyond the school day (aka homework).

**It is the policy of the Boyden-Hull Community School not to discriminate on the basis of real or perceived age, race, creed, color, religion, national origin, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status in its educational program and activities. All students should enroll in the classes that best advance their skills and possible career choices.**

## **TECH PREP ENGLISH (75) (Full year course) \*(GR)**

Tech Prep English is a course designed for students who intend to go directly into the workforce or to complete a less than two-year certificate at a technical college. Students who plan to attend a four-year college or to receive a two year degree at a community college should enroll in College Prep English. While in Tech Prep English, students will develop their reading, writing, listening, and speaking skills through coursework that emphasizes practical communication tasks in the workplace. Workplace communication modules will include the following topics: listening, business reading and writing, self-management, conflict resolution, working with customers and co-workers, and ethics in the workplace. Students will also review financial literacy and participate in activities to foster community mindedness. They will examine works of fiction and nonfiction to gain both an understanding of other cultures and to practice persuasive techniques, summary, and analysis. Students will also complete a course of vocabulary study.

## **COLLEGE PREP ENGLISH (76) (Full year course) \*(GR) READY**

This class is highly recommended for students planning on entering a 4-year post-secondary institution.

College Prep English is designed to prepare students for the challenges of collegiate level reading, writing, thinking, and speaking. Skills addressed will be useful across all disciplines and majors. Reading skills include strategies for successfully reading and analyzing both nonfiction and fiction. Writing skills include practice of eight forms of essays (five paragraph, argumentative, cause and effect, compare and contrast, definition, descriptive, narrative, and process), strategies for organization, elaboration, argument, and MLA/APA documentation. While reading and writing, students will also develop an understanding of the rhetoric of persuasion, fallacies of thinking, and cognitive biases. Students will have ample opportunities to practice their speaking skills in activities ranging from informal discussions to group presentations. Students will also practice college skills including note-taking styles, time-management, test preparation, interpersonal skills, and problem solving. After successful completion of the course, students will be equipped with the skills required to read, write, think, and speak at the college level.

## **HONORS ENGLISH (77) (Full year course) \*(GR) - READY**

Honors English is a class designed for students excelling in the English language and literature areas. Students must have teacher approval to register for this class. This course content focuses on a substantial amount of British literature and history from the Anglo-Saxon period to the twentieth century as well as critical and analytical thinking, discussion, and writing. Students will keep extensive journals and will study vocabulary, grammar, and speech throughout the year. At the completion of the course, students will be able to write critical and concise college level essays, speak comfortably in front of groups, and read critically and for enjoyment.

## **WRITING FOR PUBLICATION (78) (Full year course) - (Elective) READY**

**Prerequisite:** Students who desire to take Writing for Publication must have written approval from the instructor before registering for this class.

The students in this class are responsible for the publication of the Boyden-Hull school yearbook. Students practice skills including journalistic writing, photography, and graphic design as they plan and produce the yearbook. Students also contribute to our monthly page in the Hull Index. Students who wish to enroll in Writing for Publication should possess good communication skills, attention to detail, a willingness to learn, and the ability to meet deadlines. This class is limited to 6 students with instructor approval.

It is the policy of the Boyden-Hull Community School not to discriminate on the basis of real or perceived age, race, creed, color, religion, national origin, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status in its educational program and activities. All students should enroll in the classes that best advance their skills and possible career choices.

## **FUNDAMENTALS OF ENGLISH (79) (Full year course) \*(GR) - READY**

This class is designed for students who need extra credits in English 11 and English 12 to fulfill graduation requirements. Although this is an upper level course, students will spend much of their time building and reinforcing skills they have learned in previous English classes. This course will focus on studying literature through extensive discussion, reading, and writing; refreshing grammar, usage, and mechanics skills to improve writing; and building vocabulary and speaking skills. ENROLLMENT IS BY RECOMMENDATION OF TEACHER ONLY.



## MATHEMATICS

**Students who have elected to be accelerated in Junior High in their mathematics will receive an elective credit for Algebra I as an 8<sup>th</sup> grader. An accelerated math student will be required to take Geometry, Algebra II, and Advanced Math for their 3 years of required math for graduation.**

### FUNDAMENTAL MATH (97) (Full year Course)

This class is designed for students on Individual Educational Plans to fulfill credits in Math to fulfill graduation requirements. Students will spend much of their time building and reinforcing skills they have learned in previous Math classes. This course will focus on studying basic computations, Algebra and Geometry concepts. ENROLLMENT IS BY RECOMMENDATION OF TEACHER ONLY.

### PRE-ALGEBRA (99) (Full year course)

**Prerequisite: Instructor & Principal Recommendation**

Informal Mathematics courses emphasize the teaching of mathematics as problem solving, communication, and reasoning, and highlight the connections among mathematical topics and between mathematics and other disciplines. These courses approach the teaching of general mathematics, pre-algebra, and pre-geometry topics by applying numbers, and algebraic and geometric concepts and relationships to real world problems.

### ALGEBRA I (100) (Full year course)\*(GR)

Algebra I is designed as a full year course for students who are well enough prepared to go into a rather formal mathematics. Adequate preparation is usually determined by grades received in previous math courses and the recommendation of the previous teacher. Any strong feelings on the part of the student about being in Algebra or not being in Algebra would also be considered for students that are near the cutoff area. Algebra I will be required as part of the 3-math credits needed for graduation beginning in the year 2008.

Algebra I is the first of a series of courses in a formal approach to mathematics. Rather than working things out by an arithmetic method, the equation is more generally used. The parts of a particular concept are introduced in small units so that they may be practiced for a period of time before the next part is introduced.

**The first semester of Algebra will focus largely on linear relationships, linear functions, and linear models. In the second semester, we will switch our focus to nonlinear functions including quadratic equations, polynomials, and exponential functions.**

The study of Algebra can help you in two ways: 1) It will help you organize your thoughts to solve mathematical problems you will meet in everyday life, 2) It will prepare you to continue your studies in mathematics and the sciences.

### GEOMETRY (103) (Full year course)

**Prerequisite: Successful completion of Algebra I. Students are also required to pass 1<sup>st</sup> Semester of Geometry to continue in this course.**

\*Suggested for students who have earned a C+ or higher in Algebra I as this course relies heavily on a student's ability to solve linear equations.

Geometry is designed to inspire in students greater awareness of the geometric world in which we live. The course will show direct relationships of Geometry in students' lives.

**It is the policy of the Boyden-Hull Community School not to discriminate on the basis of real or perceived age, race, creed, color, religion, national origin, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status in its educational program and activities. All students should enroll in the classes that best advance their skills and possible career choices.**

This course will present a careful development of both inductive and deductive reasoning. The ability to reason logically about a situation, whether by a worker on the assembly line or a farmer planning crop rotation, is essential for wise decisions. The link between geometry and algebra is made clear right from the start and will be emphasized throughout the course.

The opening chapter will guide students through several levels of geometric thought by reviewing what students have learned in previous courses. In their formal study of geometry students will begin with commonly accepted geometric concepts. The structure of geometry will grow as students encounter new concepts, new properties, and new relationships.

### **ALGEBRA II (104) (Full year course)**

**Prerequisite: Successful completion of Geometry & Algebra I**

\*Suggested for students who have earned a C or higher in Geometry as this course is designed to prepare students for pre-calculus.

The course will begin with a review of basic algebra, which includes linear equations, and systems of linear equations. We will also study quadratic, exponential, logarithmic and trigonometric functions. The study of matrices, probability, sequences and series is also introduced.

Understanding of concepts that are taught in this course will enable students to better understand chemistry, physics, engineering and other mathematically based disciplines. Students who take this course will have an excellent background to succeed in Advanced Math and future college math and science classes.

### **ELEMENTARY STATISTICS (113) (1st Semester) - POLYCOM (RV)**

**Prerequisite - Algebra II or by instructor approval**

Statistics are all around us...making an appreciation for, and basic understanding of, the subject area essential. This course will introduce each student to topics of statistics and probability through applications and examples from the world around them. Each chapter includes an article pertaining to the 'uses and abuses' of statistics. Some of the specific topics covered include normal distribution, confidence intervals, hypothesis testing, and correlation and regression graphs.

### **TRIGONOMETRY (114) (2nd Semester) - POLYCOM (RV)**

**Prerequisite - Algebra II or by instructor approval**

This semester course offers a thorough look at Trigonometry through instruction focused on application. Throughout this course, the students will become more aware and responsible of trigonometric identities that will be necessary in future calculus understanding. Additional topics involving exponential & logarithmic functions as well as complex numbers, polar equations, vectors, and parametric equations will also be introduced.

### **CONSUMERS MATH (102) (Semester Course)**

**Prerequisite - Algebra I.**

Designed for those who have not fulfilled their three-year math requirement for graduation. Those who have completed Geometry or are in the accelerated math program, are not eligible for this course without approval of the Principal. The text puts an emphasis on household and business mathematics. Problems involving taxes, interest charges, profit and loss, utilities charges, credit charges, loans, mortgages, and other living expenses are covered.

**It is the policy of the Boyden-Hull Community School not to discriminate on the basis of real or perceived age, race, creed, color, religion, national origin, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status in its educational program and activities. All students should enroll in the classes that best advance their skills and possible career choices.**

## **APPLIED MATH (102) (Semester Course)**

**Prerequisite - Algebra I.**

Applied Mathematics courses reinforce general mathematics skills, extend these skills to include some pre-algebra and algebra topics, and use these skills primarily in occupational applications. Course topics typically include rational numbers, measurement, basic statistics, ratio and proportion, basic geometry, formulas, and simple equations.

## **ADVANCED MATH (105) (Full year course)**

**Prerequisites: Successful completion of Algebra I, Algebra II and Geometry**

Advanced Math is a course designed for the college-bound seniors. We will study topics from algebra, trigonometry and analytic geometry necessary for success in calculus. By the end of this course, students will have the background necessary for success at the college level.

Advanced Math will place a heavy emphasis on trigonometry. A large portion of Advanced Math will be dedicated to the complete understanding, and fluent manipulation of trigonometric functions. A second focus of Advanced Math is the development of the students' mathematical maturity, and the ability to understand mathematics rather than just doing mathematics.

Students whose primary interests are mathematics, engineering, physics, business or life sciences should be well prepared after this course. Any student that is in the accelerated math program is required to take this class as their third year requirement.

## **ADVANCED PLACEMENT CALCULUS (107) (Full year course)**

**Prerequisites: Successful completion of Algebra II and Advanced Math**

AP Calculus will be offered through the Iowa Online Advanced Placement Academy. This is an online format that requires the student to be disciplined in their individual work. Each IOAPA course has a mentor in the district. Students can seek additional support and assistance through the course mentor. The instructor that is serving as the mentor will also organize and proctor assessments with the student.

Calculus is a course meant for students taking a fifth year of high school math. Students who have accelerated their math program and have successfully completed Algebra I, Algebra II, Geometry and Advanced Math will qualify for this course.

This course will present topics such as limits, derivatives and integrals, which will provide a solid understanding of the beginning of calculus. Understandings of concepts that are taught in this course will enable students to pursue study in chemistry, physics, engineering and other mathematically based disciplines. A mature, independent learning style will serve the student well in this course.

## SCIENCE

### PHYSICAL SCIENCE (130) (Full year course)\*(GR)

**Prerequisite: None**

Physical Science is the study of matter and energy and the changes they go through in our world. The first semester of this class introduces basic chemistry concepts such as: measurement, the metric system, states of matter (including forces of fluids), atoms, compounds, chemical reactions and changes, and learning how to use the periodic table. The second semester of this class focuses on the physics concepts of our world and the transfer of energy from one form to another. Topics include Newton's three laws of motion, velocity, acceleration, work, simple machines, and heat energy along with how they affect humans in everyday life. All these concepts will be applied toward the end of the semester when the students will build a mousetrap car. This course is required to meet graduation requirements and is a full year course.

### BIOLOGY (131) (Full year course)\*(GR)

**Prerequisite: None**

Biology is a life science course which introduces the fundamental principles shared by all living things. This course will present the general characteristics of organisms in the five major kingdoms of taxonomy. The first semester will detail cell biology, general concepts common to all living organisms, and include the use and care of microscopes. A study of Protists, Fungi, and Bacteria and Viruses will conclude the semester. Second semester will begin with an overview of genetics and how genetic engineering is advancing the knowledge gained through the Human Genome Project. Following this is the macroscopic study of worms, insects, crustaceans, and amphibians. The course will conclude with a short study of plants. This course is required to meet graduation requirements and is a full year course.

### CHEMISTRY (132) (Full year course)

**Prerequisite: Successful completion of Algebra I, Physical Science or Biology.**

Chemistry is an essential course for students planning on college work in science or in becoming a healthcare professional. Chemistry is also recommended for any student planning on attending a four-year college or for those students who simply desire a better understanding of the physical world. Students should try to take this course as a junior for scheduling purposes although seniors are also encouraged to enroll. Due to the mathematical nature of chemistry, students should also be enrolled in or have completed Algebra II.

The central theme of chemistry is that the properties of matter are a consequence of the structure of matter. Students will focus on understanding chemical theories and verify these theories through mathematical analysis. Students are encouraged to use reasoning skills throughout the course. Laboratory experiences in which the students are active participants will take place approximately once per week. Daily teacher demonstrations, if possible, will help students visualize the concepts learned in the classroom. As a result of this class, students should increase their awareness and understanding of the vast amount of chemistry surrounding us every day.

## **PHYSICS (134) (Full year course)**

**Prerequisites:** Successful completion of Physical Science, Algebra I, Geometry and Algebra 2 or concurrent enrollment in Algebra II.

Physics is a physical science course usually offered to seniors. Physics is an essential course for students considering engineering, pre-medicine, and other science careers. Physics is also applicable to students interested in certain vocational fields such as automotive mechanics. Due to the mathematical nature of physics, students should have already completed Algebra II.

The course will focus on understanding physics concepts through mathematical analysis. Major topics include; force, motion, energy, sound, light, electricity, electromagnetism and motors, and modern physics. Students will perform labs approximately once per week and, if possible, daily teacher demonstrations will help to visualize and reinforce physics principles. As a result of this class, students should gain an appreciation for the vast amount of physics around us every day and be well prepared for further science education.

## **ANATOMY & PHYSIOLOGY (133) (Full year course)**

**Prerequisite:** 83% or higher in Biology or with instructor approval

Anatomy and Physiology is an elective course for juniors and seniors. It is recommended (but not required) that the student complete Chemistry prior to taking the class. This course focuses on the structure, functions, and processes related to the human body while reinforcing concepts covered in biology. The curriculum covers the 11 main organ systems along with clinical applications of the concepts learned. This is a college preparatory course that should be considered by students interested in careers in life-science, physical education, coaching, or health careers. The content is rigorous and students should expect to invest a fair amount of time studying outside of class to learn the content and perform well.

## **ENVIRONMENTAL SCIENCE (139): Fall course (Even - 2020-21)**

**Prerequisite:** Physical Science and Biology must be satisfactorily completed (passing grade) before taking this course or by instructor approval.

Environmental Science is the study of living and nonliving components of the environment with special emphasis on the effect humans have on these components. This course is a course utilizing the Boyden-Hull community and surrounding communities' environmental issues as students go about solving these issues. Topics studied will include Ecosystems, Nutrient Cycles, Water Quality, Soil Quality, Air Quality, and Waste Management. Emphasis is placed on good stewardship of our resources - reducing, reusing, and recycling. This course is meant for students looking to go into conservation, agriculture, and other life sciences. Environmental science is a semester long elective science class worth a credit and is offered every fall semester.

## **BIOLOGY II (137) (Odd - 2021-22)**

**Prerequisite - successful completion of Biology with instructor approval.**

This is a one semester course designed for students who would like to continue learning about Biology and living organisms. It will cover subjects not completed in General Biology to include an in-depth look at Plants, Amphibians, Fishes, Reptiles, Birds, and Mammals. If time allows, it may also include learning about the fundamental chemical reactions of Photosynthesis and Respiration, and finish the semester with a detailed look at Genetic Engineering - its procedures, uses, and ethical implications.

## **FORENSIC SCIENCE (136): Spring course offered each year.**

**Prerequisite: Physical Science & Biology must be satisfactorily completed (minimum of a 80% or higher in each) before taking this course and instructor approval. Due to the class size limit, prerequisite completion will be strictly enforced.**

**Class Size Limit: 12 students (Preference will be given to students who are taking or have completed Chemistry)**

Forensic Science is a course that applies techniques learned in previous science classes to real-world crime scene investigation. This class will take current technologies and methods to simulate gathering evidence used in solving crimes through the use of biology, physics, chemistry, anthropology, and archaeology. The class is a mixture of hands-on activities, videos, guest speakers, and field trips. Topics will include learning about the Forensic Team, Collecting Evidence, Fingerprints and Impressions, Blood and Bodily Fluids, DNA, and Trace Evidence. The class will end in a full-scale crime scene to be analyzed by the class using what was learned throughout the semester. This is a semester long elective science class and is offered during the spring semester.

## **SOCIAL STUDIES**

### **WORLD HISTORY (160) (Full year course)\*(GR)**

World History is a required course in order for students to graduate. Most students take World History during their sophomore year; however, students of other grades may take World History based on instructor approval, principal approval, and their 4 year plan. World History is the story of people from their earliest lives on earth to their lives in the 21<sup>st</sup> century, taking into consideration the basic elements which have an effect on them at the present time. In order for today's students to better appreciate their roots, freedoms, and responsibilities, the student will learn of the world's ancient civilizations, the rise, spread and influence of the world's major religions, European feudalism, the Middle Ages, the Renaissance, the Reformation, the rise of monarchies in Europe, the Age of Exploration, the American and French Revolutions, the growth of nations into the 20<sup>th</sup> century, World War I, the rise of totalitarian states, World War II, the Cold War, and the Modern era. Current events are also discussed on a daily basis, helping to connect the past with the present.

### **U.S. HISTORY (161) (Full year course) \*(GR)**

This is a two semester course in the social science field that includes the background of the American way of life organized topically and not chronologically. It is required for graduation, to be taken usually in the junior year. However, sophomore students may take US History based on instructor approval, principal approval and their 4 year plan. The basic objective of the course is to identify ourselves with the institutions and traditions which we call American and how they came to be and to apply these to the present and future. The first semester covers the American Dream, Immigration, the Rise of Big Business, workers rights and then goes into Economic Successes and Pitfalls in America to present day. The second semester finishes Economic Success and Pitfalls by covering, art, poetry, birth of Rock and Roll and "The Changing Face of America" after WW2. We then enter into a unit called Wars and Conflicts and finish with the Civil Rights Unit in the second semester. Several simulation games are used to emphasize aspects of American life in the past. In each semester, major projects are assigned and they are a requirement to pass the class. Included in the course is a current events program. Approximately 1/5 of the time of both semesters is used for this study. The New York Times magazine is used weekly to cover current events.

### **AMERICAN GOVERNMENT (162) (1st semester) \*(GR)**

In this semester course, the students study our role as citizens of the United States of America. The basic objective is to better perform this role as a citizen by studying the basic meaning of representative government, comparison of democracy to other forms of government, the rights and responsibilities of citizens - voting, freedoms, etc; organization of political parties and forming public opinion. Also, a study of the structure of local, state and federal government is included in the course, as well as the responsibilities of public officials and the methods used to elect these officials in the U.S. and in Iowa. Major projects are a part of the course. In the first quarter they must turn a "Bill into a Law" by researching and presenting their "Bill" to a panel of community members. In the second quarter the students are put into groups and they must debate a Supreme Court case against Rock Valley Government students. These projects are required for graduation and the class is usually taken as a Senior. However, junior students may take the American Government class based on instructor approval, principal approval and their 4 year plan. A Current Events program is included in this course using the magazine *New York Times* on a weekly basis. Attendance to two board meetings and successful completion of simulations in this class are a requirement to successfully complete this course.

It is the policy of the Boyden-Hull Community School not to discriminate on the basis of real or perceived age, race, creed, color, religion, national origin, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status in its educational program and activities. All students should enroll in the classes that best advance their skills and possible career choices.

## **PSYCHOLOGY (164) (1st semester)**

A study of psychology should give the student an appreciation for the ways in which the general methods of science can be applied to problems of behavior but, at the same time, the student would come to appreciate that no science, including psychology, has absolute and final answers - that all answers of science are tentative and subject to revision with knowledge. As a consequence of the study of psychology, the student will be less likely to accept the sweeping claims and generalizations about behavior as they are made by pseudo-scientists. Hopefully, students will learn to recognize that many of the motives attributed to others are but reflections of the students' own needs and values, and will cause increased objectivity when future social problems need to be addressed.

Class requirements include completing a marriage project and doing tests, quizzes and journaling assignments. Weekly classroom activities reinforce scientific theories and progressing generalizations of the mind and behavior.

## **SOCIOLOGY I (165) (2nd semester)**

Sociology I is an introductory course in the study of sociology. The course deals with the actions of people in relationship to other people. Topics covered include culture, socialization, change, social movements, deviance, prejudice, minorities, urban growth, poverty and crime. The course involves social projects, group work, a website presentation in the third quarter and a Sociology project in the 4th quarter. The entire semester deals with learning to better understand our society and other cultures. Doing a web site presentation and a sociological project are requirements for the course.

## **CURRENT GEOGRAPHY (166) (Full year course)**

This course will be a combination of the study of world geography and current affairs. This social studies elective is available for grades 9-12. Emphasis will be placed on learning World Geography, reading assignments and watching videos related to the culture they are studying while highlighting areas where significant news events are occurring. Students may take the class 1<sup>st</sup> Semester, 2<sup>nd</sup> Semester, or both semesters.

## **ETHICS (167) (2nd Semester Course)**

Prerequisites: Course if offered as a Social Studies elective for Juniors or Seniors. Must take this course prior to the Introduction to Ethics (online) Course. Ethics may be taken by a freshmen or sophomore with approval from instructor and principal.

This course is an introduction to the study of ethics and morality. We will be discussing the differences between right and wrong behavior but yet understand what is morally right for one individual may not be the same for another individual or culture. This course is designed to help students develop their abilities to read, analyze, and evaluate literature. They then will express themselves in writing and verbally about their own ethical positions on a variety of issues and think critically and analytically about ethical issues being covered at that time. Some of the topics we will be covering include immigration, environment, capital punishment, corporal punishment, euthanasia, biomedical issues, abortion, affirmative action, workplace ethics, animal rights, right to die, poverty, morality, transgendered individuals, gun rights and marriage, relationships, parenting and sexual behavior. Students will be evaluated on class discussion, reading and writing assignments. Class discussions are a major part of the grade in the class.



## **FOREIGN LANGUAGE**

### **SPANISH I (340) (Full year course)**

**Prerequisite: “C” average in previous year of Language Arts or English**

Spanish I is designed for basic communication. It is taught through TPR/Storytelling Method (Teaching Proficiency through Reading and Storytelling). Vocabulary and Grammar are presented in comprehensible commands, stories, questions, activities and reading. This method helps you acquire the language, not just learn about it. Students learn basic vocabulary, phrases and structure. Students are expected to use Spanish while they are in class. In Spanish I we will be speaking Spanish about 50% of the class period.

### **SPANISH II (341) (Full year course)**

**Prerequisite: Successful completion of Spanish I**

Spanish II is designed to help continue develop communication skills. We will be working more on grammar, conversations, and confidence in using Spanish. It is taught through TPR/Storytelling Method (Teaching Proficiency through Reading and Storytelling) as well as other activities. Students are expected to use Spanish while they are in class. In Spanish II we will be speaking Spanish about 75% of the class period.

### **SPANISH III (342) (Full year course)**

**Prerequisite: Successful completion of Spanish II with a C- or higher.**

Spanish III is designed to help continue develop communication skills with an aim at fluency. We will be working more on grammar, conversations, and confidence in using Spanish. It is taught through TPR/Storytelling Method (Teaching Proficiency through Reading and Storytelling) as well as other activities. We will be using authentic sources of the language to help us learn. Students are expected to use Spanish while they are in class. In Spanish III we will be speaking Spanish about 85% of the class period.

### **SPANISH IV (343) (Full year course)**

**Prerequisite: Successful completion of Spanish III with a C- or higher**

Spanish IV is designed to refine communication skills in Spanish. We will focus on all parts of language (listening, reading, writing, and speaking) as well as specific grammar points in Spanish. It is taught through TPR/Storytelling Method (Teaching Proficiency through Reading and Storytelling) as well as other activities. We will be using authentic sources of the language to help us learn. Students are expected to use Spanish while they are in class. In Spanish III we will be speaking Spanish about 95% of the class period.

## **HEALTH and PHYSICAL EDUCATION**

### **PHYSICAL EDUCATION/HEALTH (197) - (Full year course) - 9<sup>th</sup> Grade:**

9th Grade Physical Education/Health will incorporate Team/Individual Sports, Individual Fitness, Strength and Conditioning and Recreational Activities. The Health portion will include Health related topics that include but not limited to: Alcohol, Tobacco and Drugs, Injury Prevention and Safety, Personal and Community Health, Mental, Emotional and Social Health and Nutrition. 9th grade students will meet every day for this class. On Monday, Wednesday, and Fridays they will have Physical Education class and on Tuesday and Thursday they will meet for Health class.

### **PHYSICAL EDUCATION (198) - General PE for 10<sup>th</sup>, 11<sup>th</sup>, & 12<sup>th</sup> Grade:**

A major focus of Physical Education will be personal fitness and lifetime recreational skills. Activities for this focus that we will use at Boyden-Hull are weight training, cardiovascular fitness activities and activities that promote flexibility. These activities will be incorporated on a weekly basis with some activities done on a daily basis. Other activities that will be used are volleyball, bowling, golf, racquet sports (tennis, badminton, ping pong, etc.), soccer, basketball, softball, archery, and other team games that will promote fitness, teamwork and character development. Dance and rhythm activities will also be incorporated into the curriculum.

**\*\*\*PE Waiver-Juniors or Seniors may waive their PE requirement if they fulfill the following requirements for a Pass/Fail Credit:**

- 1. Medically excused by a physician.**
- 2. Be a 11th or 12th grade student and actively participating in 3 of the following activities at Boyden-Hull.**  
**\*The intent is that students participating in activities that promote physical fitness and team work. (Cross country, volleyball, football, cheerleading, basketball, wrestling, track, golf, softball, baseball, show choir, & marching band)**

## VOCATIONAL AGRICULTURE

**Juniors & Seniors are also given the opportunity for Concurrent Enrollment Courses like (not an exhaustive list):**

- Principles of Agronomy
- Introduction to GPS
- Commodity Marketing
- Survey of the Animal Industry
- Animal Nutrition
- Introduction to Agriculture
- Farm Business Management
- Issues in Agriculture
- Beef Cattle Science
- Agriculture Law
- Foods of Animal Origin
- Animal Health

<b>Options</b>	<b>Agri-science Pathway</b>	<b>Ag Mechanics Pathway</b>
<b>Year 1</b>	<b>Introduction to Agriculture, Food, and Natural Resources (CASE)</b>	<b>Agriculture Mechanics Fundamentals &amp; Application</b>
<b>Year 2</b>	<b>Crop Science</b>	<b>Agriculture Welding &amp; Production</b>
<b>Year 3</b>	<b>Animal Science</b>	<b>Agriculture Implement Safety &amp; Operation</b>
<b>Year 4</b>	<b>Ag. Business Management (Fall)</b>	

### **INTRODUCTION TO AGRICULTURE, FOOD, AND NATURAL RESOURCES (230) - FULL YEAR** **(Grades 9-10)**

Introduction to Agriculture, Food, and Natural Resources course participants will experience hands-on activities, projects, and problem solving. Student experiences will involve the study of communication, the science of agriculture, plants, animals, and natural resources. While surveying the opportunities available in agriculture and natural resources, students will learn to solve problems, conduct research, analyze data, work in teams, and take responsibility for their work, actions, and learning.

It is the policy of the Boyden-Hull Community School not to discriminate on the basis of real or perceived age, race, creed, color, religion, national origin, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status in its educational program and activities. All students should enroll in the classes that best advance their skills and possible career choices.

## **CROP SCIENCE (231) – FULL YEAR**

### **(Grades 10-12)**

Prerequisite: Intro. to AFNR (230)

Crop Science course participants will experience hands-on activities, projects, and problem solving. Student experiences will involve the study of communication, the science of agriculture, plants, natural resources, and agricultural mechanics. Students will develop skill and knowledge in agronomy, soil quality & management, as well as basic plant development & propagation. The learning experiences will include a variety of hands-on experiences in the classroom, laboratory and greenhouse. Students will also be introduced to the FFA and supervised agricultural experience programs. Crop science studies including: fertilizer, pesticides, grains and legume production, and agriculture technologies such as drones and gps will also be studied in this course. A good class for learning about fundamental agriculture and becoming good stewards of the land.

\*Beginning in 2018-19 and the years subsequent, the Class of 2022 will not be allowed to use both years of Animal & Crop Science for their 3rd and final year of Science credit.

## **ANIMAL SCIENCE (232) - FULL YEAR**

### **(Grades 11-12)**

Prerequisite: Intro. to AFNR (230) and Crop Science (231)

Animal Science course participants will experience hands-on activities, projects, and problem solving. Student experiences will involve the study of communication, the science of agriculture, natural resources and animals through the study of swine, sheep, goat, horse, beef and dairy production. Learning experiences will include hands-on experiences, as well as various classroom and laboratory exercises. Students will also be introduced to the FFA and supervised agricultural experience programs. Animal systems such as: reproduction, nutrition, meat science and agriculture industries will also be studied in this course. A good class for students who enjoy animal agriculture.

\*Beginning in 2018-19 and the years subsequent, the Class of 2022 will not be allowed to use both years of Animal & Crop Science for their 3rd and final year of Science credit.

## **AGRICULTURE MECHANICS (233) - FULL YEAR**

### **(Grades 9-10)**

Class Size Limit: 15 Students

Agriculture Mechanics course participants will experience foundational hands-on activities, projects, and problem solving. Student experiences will involve the study of communication, the science of agriculture, natural resources, and agricultural mechanics. Students will develop proper safety techniques, skill and knowledge in tool maintenance, woodworking, pneumatics, electricity, construction and welding basics. The shop space will be used often for skill development and project labs. A class filled with practical knowledge and will get you ready to apply it.

## **AGRICULTURE WELDING & PRODUCTION (234) - FULL YEAR**

### **(Grades 10-12)**

Prerequisite: Intro. to AFNR (230) or Ag Mechanics (233)

It is the policy of the Boyden-Hull Community School not to discriminate on the basis of real or perceived age, race, creed, color, religion, national origin, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status in its educational program and activities. All students should enroll in the classes that best advance their skills and possible career choices.

Class size: 10 Students

Agriculture Welding & Production participants will experience hands-on activities, projects, and problem solving. Student experiences will involve the study of communication, materials, and agricultural mechanics as they apply to product development. Concepts will be taught in the classroom with application to follow in the lab. Knowledge will be built based on fundamental skills through practice and experiences. The class will introduce the properties of metal, sheet metal formation, metalworking hand tools, arc welding and metal cutting processes. The students will study and practice oxy-acetylene, plasma, gmax, mig, and tig welding in the welding lab. This class will align with lean manufacturing industry protocols in the production of agriculture related products and equipment. Safety will be discussed and practiced.

## **AGRICULTURE IMPLEMENT SAFETY & OPERATION (235) - FULL YEAR** **(Grades 11-12)**

Prerequisite: Ag Welding (234)

Class Size Limit: 12 Students

This is a course for equipment owners and individuals interested in machinery maintenance. Topics may include but are not limited to: farm implement safety & operation, precision agriculture, tractor hydraulics, lock out & tag out procedures, PPE and general farm safety. The student will have the opportunity to become OSHA certified through online curriculum study. Plan on a variety of activities and observations dealing with tractors, planters, combines, round balers, disks, ATV's and skid loaders through the first semester. During the second semester the shop space will be used often to study how ag implements are maintained and the construction of projects through teamwork and ingenuity.

## **AGRICULTURE BUSINESS MANAGEMENT (236) - FALL SEMESTER** **(Grade 11-12)**

Prerequisite: Crop Science (231) or Ag Implements (234)

Agriculture Business Management course participants will experience projects, and problem solving through the use of an online curriculum called GrainBridge. GrainBridge is a farm risk management tool sponsored by Farm Credit Services that gives students hands-on experience in planning and management crops and livestock. It also allows students to do a what if analysis and evaluate risks based on a simulated farm. The curriculum offers 20 modules that students can work through and complete successfully in a semester's time. Topics include: breakeven price, balance sheet, cash flows, commodity marketing, Futures contracts, and crop insurance just to name a few. A class filled with practical knowledge and will get you ready to apply it.

### **\*Appendix A - FFA ELIGIBILITY**

It is the policy of the Boyden-Hull Community School not to discriminate on the basis of real or perceived age, race, creed, color, religion, national origin, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status in its educational program and activities. All students should enroll in the classes that best advance their skills and possible career choices.

# INDUSTRIAL TECHNOLOGY

## Program of Study:

<b>Year 1</b>	<b>Foundations of Industrial Technology (Year)</b>
<b>Year 2</b>	<b>Drafting (Fall)</b>
	<b>Principles of Cabinetry (Spring)</b>
<b>Year 3</b>	<b>Construction Projects (Fall)</b>
	<b>Building Trades (Spring)</b>
<b>Year 4</b>	<b>Advanced Manufacturing (Ind. Study) - Semester</b>

## Concurrent Enrollment Courses: (Not an exhaustive list)

- Metallurgy
- Gas Metal Arc Welding (GMAW)
- Advanced GMAW
- Welding Fabrication
- Oxy Fuel Welding
- Fundamental of Electricity (DC)
- Fundamental of Electricity (AC)
- Electrical Wiring
- Digital Electricity for Electrical Technology
- Instrumental Controls
- Automotive Engine Repair
- Automotive Electricity
- Introduction to Automotive Technology
- OSHA Shop Safety

It is the policy of the Boyden-Hull Community School not to discriminate on the basis of real or perceived age, race, creed, color, religion, national origin, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status in its educational program and activities. All students should enroll in the classes that best advance their skills and possible career choices.

## **FOUNDATIONS OF INDUSTRIAL TECHNOLOGY (400) – Full Year** **Grades 9-10**

**Prerequisite = Positive attitude and a willingness to learn.**

Class size: 16 Students Maximum or Instructor approval

Foundation of Industrial Technology introduces students to the basics of Industrial Technology and its various career pathways. This class provides hands-on learning activities that promote skill development and fun. Concepts will be taught in the classroom with application to follow in the lab as each project is designed and constructed. Some of the projects could include: straw towers, toothpick bridges, and projects made with power tools. Along the way you will learn to identify the basic hand tools used in metal/woodworking. Safety will be discussed and practiced.

## **DRAFTING (ARCHITECTURAL DRAFTING & DESIGN) (401) - Fall Semester** **(Grades 10-12)**

Pre-requisite: Foundation of Industrial Technology

Class size: 12 or Instructor approval

Drafting will instruct students in the proper operations of mechanical and architectural drafting. Students will learn the proper operation of CAD systems, how to read blueprints, operate architectural drafting and design. Students will learn how to operate drafting programs on the computers in the classroom. Programs include Autodesk Inventor for mechanical drafting and Autodesk Revit for architectural drafting. Students will apply the skills learned in class in problem solving activities that require teamwork, critical thinking, and real world and physical applications of the skills.

## **PRINCIPLES OF CABINETRY (402) - Spring Semester** **(Grades 10-12)**

Pre-requisite: Drafting

Class size: 12 Students Maximum or Instructor approval

Principles of Cabinetry will instruct students the basics of fine woodworking and home carpentry. The students will learn the different types of woods and wood joints. Students will apply skills that they have acquired in other previous courses to construct projects that involve plan reading, problem solving, and critical thinking. Sample projects would include clocks, end tables, bedroom furniture, and other such projects.

## **CONSTRUCTION PROJECTS (403) - Fall Semester (Grades 11-12)**

Pre-requisite: Foundations of Industrial Technology, Drafting, Principles of Cabinetry

Class Size Limit: 12 Students

This course is for students in grades 11-12 and is a class where students learn skills and fundamentals in the area of woodworking. Safety use of the tools, machines, and materials in the woods lab will be the major emphasis of the class. Students will select and construct wood projects using the skills developed in previous course work. Emphasis will be on design, estimation and the actual production of cabinets and furniture relevant to current trends in industry. Other considerations include various material and wood finishes.

## **BUILDING TRADES (404) - Spring Semester - Grades 11-12**

Pre-requisite: Foundations of Industrial Technology, Drafting, and Principles of Cabinetry

Class size: 12

This course will provides the student with practical information and an opportunity for application. This will be a steady paced class covering a wide range of topics and areas. Included will be: carpentry, concrete, plumbing, insulation, exterior and interior wall coverings, stenciling and bordering, appliance maintenance, basic electricity, home energy savings, buying a house, what to look for when you are examining a home, insurance, and loan application processes, The class will do walk through with real estate agents to get a first-hand look. This will be a very valuable class for any student. Field trips and guest speakers will be used when appropriate.

## **ADVANCED MANUFACTURING (Independent Study) (409) - Spring Semester (Grades 12)**

INSTRUCTOR & PRINCIPAL APPROVAL REQUIRED

Pre-requisite: Foundation of Industrial Technology, Drafting, Principles of Cabinetry, Construction Projects, Building Trades

This class is for 12th grade students interested in course work consisting of shop activities that have successfully completed one of the two strands in Industrial Technology. Students have the opportunity to design and build individual projects that have been approved by the supervising instructor using the woodworking or manufacturing skills acquired in the first 3 years of their high school experience. Students that are approved must show independence and self discipline in their work. A student has shown an intrinsic motivation to use their individual skills in their independent projects. the Students will gain practical experience in areas of designing, estimating, plan of procedure, wood joints, finish, and fabrication. Individual projects will focus on materials, processes, use of tools, and related applications. Safety and respect will be expected from the student.

It is the policy of the Boyden-Hull Community School not to discriminate on the basis of real or perceived age, race, creed, color, religion, national origin, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status in its educational program and activities. All students should enroll in the classes that best advance their skills and possible career choices.



## GENERAL BUSINESS

### COMPUTER APPLICATIONS (250) Fall Semester – (Business Strand)

This course is offered to students that wish to better their computer skill development. The students in this class will begin with reviewing basic keyboarding knowledge and progress into speed and accuracy in typing. For the remainder of the first quarter, the students will learn the basic word processing applications. The applications will cover the typing of letters, tables and other business forms. Beginning in the second quarter and finishing the rest of the year, the students will continue with word processing, along with work on the spreadsheet and data base components. All of this work will be done with i Work or Google. All skills learned in this class will allow the students to apply them in this class and later in other classes.

### INTRODUCTION TO BUSINESS (251) (Full year course) - (Business Strand)

The name given to this course, "Introduction To Business", is good because you will simply study the many different aspects of the business field and how they apply to you. The course will also help you decide if you have an interest in this area. No one aspect of business is gone into in detail, but all are covered.

The course begins with a simple introduction to the economic systems of the world. The student will then learn what role government plays in our economy, what role technology plays in business, and how to look and plan for a career. You will learn the correct procedure for writing checks and balancing your account. Upon completion of the course you will be able to: make good consumer purchasing decisions, buy on installment, learn how to receive credit, identify various types of insurance. Also included are units on how to save and invest your money

Besides reading and discussing the text, a workbook is provided in which a number of business problems are provided for each part. It gives the student a good application of what he/she has been studying.

There is no prerequisite for this course and it may be "picked up" at semester time if you decide to make a change at that time, and given approval from the office. It is recommended that juniors and seniors take this course because of material that is discussed.

In summary, it provides an introduction to the field of business and gives practical knowledge in every day business dealings.

### ACCOUNTING (252) (Full year course) - (Business Strand)

Accounting very simply is the systematic recording of the financial operations of a business or an individual. In accordance then, in accounting, we study how to keep business records. Even though accounting systems are different, you will learn how these records are used in business activities, but primarily, you will study the mechanics or the "how" of accounting.

This course will give you assistance in keeping your own records if you plan no further education or it will give a good background for students interested in the business or accounting field in college or vocational school.

### ENTREPRENEURSHIP I (256) (1st semester)

This introductory course will cover 4 areas: basic marketing, human resource functions, economics foundations, and marketing a business foundation. All aspects of marketing will be covered, from the producer through distribution channels to the consumer. The students will learn what is involved in marketing and marketing careers. Students will also develop, produce, price, promote and sell their own product. During the project, any

It is the policy of the Boyden-Hull Community School not to discriminate on the basis of real or perceived age, race, creed, color, religion, national origin, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status in its educational program and activities. All students should enroll in the classes that best advance their skills and possible career choices.

days missed from class will have to be made up during a study hall or after school. Students will be expected to work outside of school hours to meet project deadlines.

### **SOCIAL MEDIA MARKETING (257) (2nd semester)**

This semester course is designed to take students step-by-step through the process of owning their own business. You will select a product or service to sell, determine who your customers are, learn how to market your business, obtain financing, manage employees, etc.

### **AUTOMATED ACCOUNTING (253) (2<sup>nd</sup> semester course) (Business Strand)**

Prerequisite: Accounting

Automated Accounting is a one semester course devoted to performing your accounting work on the computer. Since most of the transactions performed will come from the first year of Accounting, you will be required to take two semesters of Accounting before being allowed in this class. Upon completion of this course the student will be able to set up a business on a computerized accounting system. Course offered as a Polycom class to other school districts.

### **PERSONAL FINANCIAL LITERACY (254) (Semester course) (Business Strand)**

**Prerequisite: None**

Personal Financial Literacy is a course designed to prepare junior & seniors for the life after graduation. This course will be a graduation requirement for the Class of 2016. Topics in the course include: Money Management-Control Your Cash Flow, Borrowing-Use-Don't Abuse, Earning Power-More Than a Paycheck, Investing-Money Working for You, Financial Services-Car for Your Cash, Insurance-Protect What You Have. Students will get a hands-on approach to their finances by tracking their spending and setting goals. Students will be required to set up a job shadow and meet with an employer in a career field that interests them. Guest speakers will be brought in to discuss certain topics to give the students a better understanding of what that business looks for related to the topic - i.e. bank representative will talk about borrowing/credit.

### **ADVANCED COMPUTER APPLICATIONS (258) (Full year course)**

The major emphasis of this course is to gain experience working with software that is common to the advertising industry. We are currently using In-design, but our main software is Photo-shop. In this program you will learn how to manipulate your photos and text to create the desired effect. Students will produce a senior highlight DVD for their graduation, design their graduation announcements, posters for school and community events, programs for plays, musicals and concerts, and design a personal calendar. Students will also explore Website design & maintenance, help in the yearbook production, Internet & video production, and other class based projects. Seniors will have first chance to take this course.

## COMPUTER SCIENCE

<b>FALL</b>	<b>SPRING</b>
Introduction to Programming	Introduction to Programming
Mobile Applications (Creating applications for mobile devices)	Computer Gaming Design(Java/Python- Video Game Design)
Digital & Social Media Technology	Web Page Design

### **INTRODUCTION TO PROGRAMMING (259) - Fall & Spring Semester - (COMPUTER SCIENCE Strand)**

An introduction to the theory and practice of computer programming, the emphasis of this course is on techniques of program development within the object-oriented paradigm. Topics include control structures, objects, classes, inheritance, simple data structures, and basic concepts of software development. Currently, Java is the programming language used in the course. This course will be taught using an online format guided by the instructor.

### **ADVANCED PROGRAMMING (260) - Spring Semester**

Pre-Requisite: Basic Programming or Instructor Approval

In this course, students will familiarize themselves with the more advanced components of programming in Python. They will have a multitude of projects where they are expected to focus on each basic skill and take that skill to a higher level. The skills that will be assessed are as follows.

1. Functions
2. Lists
3. Dictionaries
4. Loops
5. Bitwise Operators
6. Classes
7. File Input and Output

After each of these projects have been accomplished, students will be given a choice project of adequate difficulty in Python or in another realm. Suggestions for this would be building a website, making a game, or programming an app, but the choice is entirely up to the students.

Throughout the course, students will build a dictionary of call functions and reserved words that they will be able to reference at a later time. Students will be graded mainly on classroom participation, completion of projects, and the dictionary.

It is the policy of the Boyden-Hull Community School not to discriminate on the basis of real or perceived age, race, creed, color, religion, national origin, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status in its educational program and activities. All students should enroll in the classes that best advance their skills and possible career choices.

## **MOBILE APPLICATIONS (260) - Fall Semester**

Prerequisite: Basic Programming or Instructor Approval

Computer Gaming and Design courses prepare students to design computer games by studying design, animation, artistic concepts, digital imaging, coding, scripting, multimedia production, and game play strategies. Advanced course topics include, but are not limited to, level design, environment and 3D modeling, scene and set design, motion capture, and texture mapping.

## **COMPUTER GAMING DESIGN (260) - Spring Semester**

Prerequisite: Basic Programming or Instructor Approval

Computer Gaming and Design courses prepare students to design computer games by studying design, animation, artistic concepts, digital imaging, coding, scripting, multimedia production, and game play strategies. Advanced course topics include, but are not limited to, level design, environment and 3D modeling, scene and set design, motion capture, and texture mapping.

## **DIGITAL & SOCIAL MEDIA TECHNOLOGY (260) - Fall Semester**

Prerequisite: Basic Programming or Instructor Approval

Digital & Social Media Technology provides students with the knowledge and skills to create, design, and produce interactive digital media products and services. The courses may emphasize the development of digitally generated and/or computer-enhanced media. Course topics may include 3D animation, graphic media, web development, and virtual reality. Upon completion of these courses, students may be prepared for industry certification.

## **WEB PAGE DESIGN (260) - Spring Semester**

Prerequisite: Basic Programming or Instructor Approval

Web Page Design courses teach students how to design websites by introducing them to and refining their knowledge of site planning, page layout, graphic design, and the use of markup languages—such as Extensible Hypertext Markup, JavaScript, Dynamic HTML, Document Object Model, and Cascading Style Sheets—to develop and maintain a web page. These courses may also cover security and privacy issues, copyright infringement, trademarks, and other legal issues relating to the use of the Internet. Advanced topics may include the use of forms and scripts for database access, transfer methods, and networking fundamentals.

## FAMILY and CONSUMER SCIENCES

### Program of Study:

	Human Services	Hospitality & Tourism
Year 1	Family & Consumer Science (Year)	
Year 2	House & Interior Design (Fall)	Culinary Arts I (Fall)
	Sports Nutrition (Spring)	Culinary Arts II (Spring)
Year 3	Textiles & Clothing (Fall)	Culinary Arts III/Food Production (Year)
	Child Development (Spring)	
Year 4		

### FAMILY and CONSUMER SCIENCE (360) (Full year course)

Family and Consumer Science is an elective, one year course offered to all students. It is designed to prepare students for responsibilities they face at present and in the future as family members, wage earners, and as participating members of a community.

Areas which are covered include self-discovery, goal setting, career exploration, nutrition, meal planning, food preparation, table setting and manners, resource management, clothing care, basic sewing skills, clothing construction, child development and family relationships. Integrated into this course are consumer education and management.

### TEXTILES and CLOTHING (361) (1st semester)

**Prerequisite:** Family and Consumer Science course or approval of instructor

This course includes social influences and history of clothing, evaluating clothing needs and the family budget, elements and principles of design, textiles and finishes, trends in clothing, and fashion retailing and merchandising. To gain experience with retail careers, the class puts up a clothing display in the library showcase, using supplies from local retail stores. Sewing skills and efficiency will be increased by completing sewing construction technique portfolios and individualized sewing projects.

It is the policy of the Boyden-Hull Community School not to discriminate on the basis of real or perceived age, race, creed, color, religion, national origin, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status in its educational program and activities. All students should enroll in the classes that best advance their skills and possible career choices.

## **SPORTS NUTRITION (362) - (2nd semester)**

**Prerequisite:** Family and Consumer Science course or approval of instructor

This course covers the essentials of human nutrition that improve and sustain optimal performance for active people and athletes. Topics covered in this course include nutrition (focusing on energy drinks, protein drinks, liquid diets, sugar in sports drinks, etc), weight management, eating disorders, physical fitness and exercise, athletic injuries, and first aid. Students will be in the Food Lab to prepare and analyze various sports nutrition recipes such as pre-workout snacks, healthy breakfast foods, and smoothies. The course will be supplemented with guest speakers from local fitness centers and field trips to area exercise facilities. This material is geared for older students who are preparing for the step into responsible adulthood.

## **HOUSE & INTERIOR DESIGN (363) (1st semester)**

**Prerequisite:** None

This course is designed to introduce students to interior design, housing styles and decisions related to housing. Topics studied include room and home design, reading and drawing floor plans, application of color and design principles, room and furniture arrangement, and careers in the field of interior design. Design of interiors will be explored and the basic design knowledge put into practice through assigned projects. Individual design projects will be organized into an interior design portfolio.

## **CHILD DEVELOPMENT & PARENTING (364) (2nd semester)**

**Prerequisite:** None

This course is an exploration of parenting. Included are parenting potential; prenatal development; childbirth; baby care; conception and pregnancy; childbirth; cognitive, social, emotional and physical development of the child from birth to 6 years of age; interaction with children of various ages is studied in this course. Students have the option to practice parenting skills by being in charge of the “Baby Think It Over Infant Simulator” for 2 days. This experience teaches that babies require a great deal of time and attention and that baby’s demands are unpredictable and must be met promptly. Students will go on a field trip to visit a local hospital’s labor and delivery room. All students will gain hands-on experience working with children by planning activities for children and implementing them at various day care sites in Hull. A look at handicaps and crisis in childhood is also included. Juniors and seniors given preference in the available enrollment.

## **CULINARY ARTS I (365) (1ST semester)**

**Prerequisite:** Family and Consumer Science course or approval of instructor

**Class Size Limit: 16 students**

This course will be devoted to introductory professional skills for Culinary Arts careers. Topics include units on food history, food safety and sanitation, foodservice equipment, small appliances, knife skills and culinary math. Our focus on foods and the preparation of foods will include labs on spices and herbs, salads & dressings, sandwiches, pizza, soups/sauces, and introduction to baking. Students will learn a variety of culinary skills such as using various knives appropriately. Students will also learn the culinary skill of “mise en place” and the art of garnishing. Careers in foods will be integrated into the course. Food safety and management skills will be practiced during labs.

## **CULINARY ARTS II (366) - BAKING & PASTRY (2ND Semester)**

**(Prerequisite: Culinary Arts I)**

**Class Size Limit: 16 students**

This course expands on the professional skills learned in Culinary Arts I for careers in food service and hospitality management. More advanced cooking techniques will be practiced in authentic lab experiences emulating commercial food service operations. Topics include units on the preparation of yeast breads, cakes, pies, desserts, breakfast cookery, fruits, vegetables, potatoes, grains, pasta, meats, and poultry. Food safety and management skills will continue to be practiced during labs.

## **CULINARY ARTS III (367) - FOOD PRODUCTION (Full year course)**

**(Prerequisite: Culinary Arts II\_or Approval of Instructor in 2021-22)**

Students will be provided additional classroom and lab experiences related to culinary operations. This course is a business oriented class that involves costing a recipe and yield conversions. These real-world, authentic activities reinforce the workplace skills necessary to master the culinary arts career and technical education program. Students will participate in authentic learning experiences in which they sell foods within the school and possibly the community.

**WORK EXPERIENCE - GENERAL (1st or 2nd semester)**

**AGRICULTURE WORK EXPERIENCE (261)**

**BUILDING TRADES WORK EXPERIENCE (262)**

**BUSINESS WORK EXPERIENCE (263)**

**HEALTH SCIENCES WORK EXPERIENCE (264)**

**SERVICE LEARNING (265)**

**Service Learning**

Prerequisite: Must be in 10th-12th grade

Requirements: Must be approved by At-Risk Coordinator & Principal

This course is designed to have students work one-on-one or in small groups to assist students in learning content knowledge. The class creates an opportunity to connect, teach, and learn along with other students. Course work would include a graded log of work with individual students, reflection of the week, and a final 3 page reflection paper.

---

The Work Experience course can be one or two periods of the day and involves on-the-job training. Credits will be given for only 1 class periods of work experience. Students who wish to take a work experience credit must have it approved by the respective CTE instructor, Guidance Counselor, and Principal.

Work Experience will acquaint the student with the skills necessary to handle a job in one of the local businesses. He/She will also learn good work habits and attitudes through job training and responsibilities.

This course is recommended for seniors only, unless special needs indicate earlier enrollment. Underclassmen will be handled on a case by case basis. Students must apply in the spring of their junior year during preregistration and be approved by the faculty advisor for acceptance. There will be a limited number of students accepted based on the number of local jobs available. The student's grade is dependent upon performance on the job, weekly time sheet and log, job report given to vocational education committee, preparing a budget, and evaluations by their on job supervisor.

A maximum of 4 credits will be counted toward graduation.



# VISUAL ARTS

## ART I (290) (1<sup>st</sup> Semester)

Art I guides the beginning art student through a variety of 2-D art mediums and techniques, while introducing students to the Principles and Elements of Art & Design. Various projects, methods and materials will be used with an emphasis on drawing as a primary artistic skill.

Studio pieces give students opportunities to experience a variety of medias (pencil, pen, charcoal, pastels, scratchboard, watercolor, acrylic paints, and many more) while developing the student's individual style and creative problem solving skills. Students demonstrate their ability to respond, analyze, and interpret their own artwork and the work of others through discussions, critiques, and writings.

## CLAY AND SCULPTURE I (292) (1<sup>st</sup> Semester)

### **Prerequisite: Art 1**

Clay and Sculpture I introduces students to the Principles and Elements of Art & Design in a 3-D world through a variety of sculptural techniques and methods. Students will learn the basic physical properties of clay, ceramics history, and its various uses over time, as well as a number of other sculptural techniques.

Studio pieces range from simple pinch, coil, and slab clay construction, to throwing on the potter's wheel. Students will also learn to glaze and fire their pieces. Other sculptural techniques include wire, plaster, papier-mâché, and more.

## PHOTO DESIGN (293) (2<sup>nd</sup> Semester)

### **Prerequisite: Art 1**

**\*Students must have a camera available for use throughout the semester (not cell phone)**

This is a basic course in photography designed to offer experiences with a point-and-shoot camera, as well as modern camera phones. The history of photography will be covered, focusing on the events and trends that gave rise to photography as an accepted art form and how current attitudes, aesthetics, and direction drive modern photography.

Various camera settings will be learned to offer greater creative and technical control of photographs. Principles and Elements of Art & Design are emphasized as they relate to photographic compositions. Students learn to frame within the viewfinder and explore various compositional principles. Students will learn to examine images critically through weekly class critiques. Time commitment outside of school is required to be successful.

Digital processing techniques are introduced using Adobe Photoshop, with an emphasis on the creative and commercial aspects of studio photography. Retouching and enhancing images in Photoshop will be taught. Professional display of photographs using mats and frames will be taught for proper photographic presentation.

## **PAINTING AND DESIGN (291) (2<sup>nd</sup> Semester)**

### **Prerequisite: Art 1**

This course introduces students to classical and contemporary painting, techniques and concepts. Color and light theory, perspective, compositional structure, visual perception, and critical thinking will be emphasized extensively. We will study and research major painting styles and movements in order for students to use a global approach to develop a “critical eye” in evaluating painting. This class emphasizes color mixing and composition, in order to promote sensitivity to color interaction and compositional skills.

A number of different painting styles, techniques, and mediums will be used, in conjunction with various styles, movements, and observations giving students a broad overview of the painting world and history. Students will study these different movements, in order to understand the thought process and creativity that artists used at the times.

## **ADVANCED ART (INDEPENDENT) (300) - Semester**

**Prerequisites: Passing completion of all four prior art courses (Art I, Photo, Clay & Sculpture, Painting), along with instructor and principal approval**

This course is a capstone course for juniors and seniors who have completed all other visual arts courses. In this course, students will complete a variety of artworks utilizing different mediums, focusing on their individual strengths and refining their artistic abilities.

Six projects, plus a final, will be completed in total over the course of the semester, with focus placed on quality of work and progression of artistic skills. Mediums will include: drawing, acrylic paint, watercolor paint, and 3D/multimedia works. The final project done by seniors in this course will be their ceiling tile legacy painting.

## **PERFORMING ARTS**

### **BAND (294) (Full year course)**

The high school band program consists of concert band, marching band, jazz band and pep band. Band is listed as a full year course, however students may join at semester time with the approval of the instructor.

Marching band begins in August and runs through October. Participation in practices and performances is required for all enrolled in the program. Performances include all home (Hesla Field) football games, parade marching festivals and Memorial Day services.

At the conclusion of marching band, concert band begins. Various styles and aspects of music are studied, rehearsed and performed. The concert band performs for three concerts: Winter Concert, Parade of Bands and Spring Concert. In the spring, the band also competes in the State Large Group Festival.

The Comet Pep Band performs at home varsity basketball games. All students registered for band are required to play in the pep band.

Jazz Band begins at the conclusion of the marching band season. All members of Jazz Band are required to be members of the concert band with the exclusion of the piano player (as stated in IHSMA rules). The jazz band rehearses Mondays and Wednesdays at 7:15 a.m. Jazz band participates in four festivals; including State Jazz Band Contest. Swing show completes our season.

### **BAND AUXILIARY (295)**

The Band Auxiliary consists of the flag corps which participates in the marching band. The members of the band auxiliary are required to be at all home games and parades. Band Auxiliary is a non-credit course. Students who are interested must enroll in the course during registration.

### **CONCERT CHOIR (296) (Full year course)**

The Boyden-Hull High School Choral program consists of Mixed Chorus, Treble Clef Chorus, Bass Clef Chorus and Show Choir. Choral literature for these programs is selected from all schools of choral composition. Entrance into any of these programs is by audition only.

Required performances for the Mixed Chorus include the Fall Concert, Mid Winter Concert, Spring Concert, IHSMA State Large Group Contest and Commencement. During the first semester, voice lessons are required of all freshmen. All-State Chorus auditioners, as well as Show Choir members, must take a minimum of eight lessons during the first quarter. Vocal lessons are available to all students participating in the State Solo contests at the beginning of the second quarter.

Additional performance opportunities include Show Choir, the IHSMA State Solo/Ensemble Contest, Musicals and Swing Shows. These activities may be used to amass points toward lettering, but will not be counted toward the letter grade.

High School Mixed Chorus, as well as Treble Clef and Bass Clef, are full credit courses and will be graded on 1. Rehearsal and Performance Protocol. 2. Musical Maturation, which will include history of performance pieces as well as their composers, theory, memorization, word rhythms, rhythmic notation, dictation and musical terminology germane to choral literature and vocal production. At the end of each semester, a semester exam (20% of the total grade) will be administered which will recap rhythmic notation, music history and/or form, theory and terminology.

## MISCELLANEOUS

### **G/T (Gifted and Talented) (420) (1st & 2nd Semester)**

The Talented and Gifted program is offered to students who qualify in the areas of General Intellectual Abilities and Visual and Performing Arts according to predetermined screening processes. This is a credited offering that counts in the GPA of the student, with credits given each semester according to time spent on TAG projects. The TAG student meets daily, weekly, or as necessary with the TAG coordinator. TAG projects may be individually or group oriented. A mentor can be selected to assist on individual TAG projects.

### **DRIVERS EDUCATION (During the Summer & Winter)**

This course is offered to our school district students who have reached the age of 15 unless approved earlier. No credit is received for this course, but is noted on your school transcript.

## Iowa Online Advanced Placement Academy (IOAPA)

The Iowa Online Advanced Placement Academy courses are online classes that are offered through the Belin-Blank Center. These courses are available upon request and approval with the guidance counselor and the high school principal. Students who wish to take these courses must either be in the Gifted and Talented program or by approval of the guidance counselor and principal. Items considered for approval are the students Iowa Assessment Scores, attendance, habits of homework completion, and the motivations. The Online Advanced Placement Courses are challenging in content, requires self discipline & time management, and requires an intrinsic motivation to ask questions of your mentor. Each student selected will be provided an in-district mentor in the content area to help answer questions. This mentor is for guidance & support - not instruction.

The online AP courses offered through the IOAPA are provided as an option for Advanced Placement courses that are not available at the school site. These courses are not intended to replace classes taught at the school site, nor are they intended to be a “virtual school” apart from the school program. If you have further questions, please speak with the guidance counselor or principal as you complete your 4-year plans as you pre-register for your classes.

### AP Macroeconomics (189) – Semester in length (1<sup>st</sup> or 2<sup>nd</sup>)

**Prerequisites: Algebra II or Advanced Math**

AP\* Macroeconomics students learn why and how the world economy can change from month to month, how to identify trends in our economy, and how to use those trends to develop performance measures and predictors of economic growth or decline. They'll also examine how individuals, institutions, and influences affect people, and how those factors can impact everyone's life through employment rates, government spending, inflation, taxes, and production. The equivalent of a 100-level college-level class, this course prepares students for the AP exam and for further study in business, political science and history.

This course has been authorized by the College Board to use the AP designation.

\*AP is a registered trademark of the College Board.

#### **Optional**

- ◆ *Macroeconomics for Today*, 7th ed. Irvin B. Tucker (South-Western/Thomson Learning, 2010). ISBN-10: 0538469447 / ISBN-13: 9780538469449  
Acceptable alternate: 6th ed. (2008). ISBN-10: 0324591373  
Acceptable alternate: 5th ed. (2007). ISBN-10: 0324407998  
Acceptable alternate: 4th ed. (2005). ISBN-10: 0324301979

### AP Microeconomics (190) - Semester in length (1<sup>st</sup> or 2<sup>nd</sup>)

**Prerequisite: Algebra I**

AP\* Microeconomics studies the behavior of individuals and businesses as they exchange goods and services in the marketplace. Students will learn why the same product costs different amounts at different stores, in different cities, at different times. They'll also learn to spot patterns in economic behavior and how to use those patterns to explain buyer and seller behavior under various conditions.

It is the policy of the Boyden-Hull Community School not to discriminate on the basis of real or perceived age, race, creed, color, religion, national origin, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status in its educational program and activities. All students should enroll in the classes that best advance their skills and possible career choices.

Microeconomics studies the economic way of thinking, understanding the nature and function of markets, the role of scarcity and competition, the influence of factors such as interest rates on business decisions, and the role of government in promoting a healthy economy. The equivalent of a 100-level college course, AP Microeconomics prepares students for the AP exam and for further study in business, history, and political science.

This course has been authorized by the College Board to use the AP designation.

\*AP is a registered trademark of the College Board.

### **Optional**

- ◆ *Microeconomics for Today*, 7th ed. Irvin B. Tucker (South-Western/Thomson Learning, 2010). ISBN-10: 0538469412 / ISBN-13: 9780538469418  
Acceptable alternate: 6th ed. (2008). ISBN-10: 0324591381  
Acceptable alternate: 5th ed. (2007). ISBN-10: 0324408005  
Acceptable alternate: 4th ed. (2005). ISBN-10: 0324301928

## **AP U.S. Government (191) - Semester in length (1<sup>st</sup> or 2<sup>nd</sup>)**

### **Prerequisite: U.S. History**

AP\* U.S. Government and Politics studies the operations and structure of the U.S. government and the behavior of the electorate and politicians. Students will gain the analytic perspective necessary to critically evaluate political data, hypotheses, concepts, opinions, and processes. Along the way, they'll learn how to gather data about political behavior and develop their own theoretical analysis of American politics. They'll also build the skills they need to examine general propositions about government and politics, and to analyze the specific relationships between political, social, and economic institutions. The equivalent of an introductory college-level course, AP U.S. Government and Politics prepares students for the AP exam and for further study in political science, law, education, business, and history.

This course has been authorized by the College Board to use the AP designation.

\*AP is a registered trademark of the College Board.

### **Required**

- ◆ *The Lanahan Readings in the American Polity*, 5th ed. Ann G. Serow and Everett C. Ladd, eds. (Lanahan Publishing, 2010). ISBN-10: 1930398166 / ISBN-13: 9781930398160  
Acceptable alternate: 4th ed. (2003). ISBN-10: 1930398093  
Acceptable alternate: 3rd ed. (2003). ISBN-10: 1930398034
- ◆ *American Government: Power and Purpose 2010 Election Update*, 11th ed. Stephen Ansolabehere, Theodore J. Lowi, Benjamin Ginsberg, and Kenneth A. Shepsle (W. W. Norton, 2011). ISBN-10: 039315633 / ISBN-13: 9780393156331  
Acceptable alternate: 11th ed. (2010). ISBN-10: 0393932982  
Acceptable alternate: 10th ed. (2008). ISBN-10: 0393930823  
Acceptable alternate: 9th ed. (2006). ISBN-10: 0393927164  
Acceptable alternate: 8th ed. (2004). ISBN-10: 0393924823

## **AP Psychology (192) - Semester in length (1<sup>st</sup> or 2<sup>nd</sup>)**

### **Prerequisite: Biology**

It is the policy of the Boyden-Hull Community School not to discriminate on the basis of real or perceived age, race, creed, color, religion, national origin, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status in its educational program and activities. All students should enroll in the classes that best advance their skills and possible career choices.

AP\* Psychology provides an overview of current psychological research methods and theories. Students will explore the therapies used by professional counselors and clinical psychologists and examine the reasons for normal human reactions: how people learn and think, the process of human development and human aggression, altruism, intimacy, and self-reflection. They'll study core psychological concepts, such as the brain and sense functions, and learn to gauge human reactions, gather information, and form meaningful syntheses. Along the way, students will also investigate relevant concepts like study skills and information retention. The equivalent of a 100-level college survey course, AP Psychology prepares students for the AP exam and for further studies in psychology and life sciences.

This course has been authorized by the College Board to use the AP designation.

\*AP is a registered trademark of the College Board.

### **Course Materials**

Required

- ◆ *Psychology*, 9th ed. David G. Myers (Worth Publishing, 2010). ISBN-10: 1429215976 / ISBN-13: 9781429215978  
Acceptable alternate: 8th ed. (2009). ISBN-10: 0716764288  
Acceptable alternate: 7th ed. (2004). ISBN-10: 0716752514

### **AP U.S. History (193) – Full Year Course**

**Prerequisite: At least a “B” in most recent Social Studies course.**

AP\* U.S. History analyzes and explores the economic, political, and social changes in America since Columbus. Students master historical knowledge and critical analysis, build reading, writing, and communication skills, and discover how historical events have contributed to American culture. In the process, they'll learn how decisions and events of the past continue to have profound effects on the world today and how knowledge of the causes behind past events can influence future decisions. By the end of the course, students will be ready to put their factual knowledge to work by weighing evidence and interpreting problems presented by historians. The equivalent of an introductory college-level course, AP U.S. History prepares students for the AP exam and for further study in history, political science, economics, sociology, and law.

This course has been authorized by the College Board to use the AP designation.

\*AP is a registered trademark of the College Board.

### **Semesters 1 and 2: Required**

- ◆ *America: A Narrative History*, 9th ed. George Tindall and David E. Shi (W.W. Norton, 2013). ISBN-10: 0393912620 / ISBN-13: 9780393912623  
Acceptable alternate: 8th ed. (2010). ISBN-10: 0393934005 / ISBN-13: 9780393934052  
Acceptable alternate: 7th ed. (2007). ISBN-10: 0393928209  
Acceptable alternate: 6th ed. (2003). ISBN-10: 0393978125

### **AP Biology (150) - Full Year Course**

**Prerequisite: Biology**

AP\* Biology builds students' understanding of biology on both the micro and macro scales. After studying cell biology, students move on to understand how evolution drives the diversity and unity of

It is the policy of the Boyden-Hull Community School not to discriminate on the basis of real or perceived age, race, creed, color, religion, national origin, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status in its educational program and activities. All students should enroll in the classes that best advance their skills and possible career choices.

life. Students will examine how living systems store, retrieve, transmit, and respond to information and the processes used by organisms to utilize free energy. The equivalent of an introductory college-level biology course, AP Biology prepares students for the AP exam and for further study in science, health sciences, or engineering.

The AP Biology course provides a learning experience focused on allowing students to develop their critical thinking skills and cognitive strategies. Frequent no- and low-stakes assessments allow students to measure their comprehension and improve performance as they progress through each activity. Students regularly engage with primary source materials, allowing them to practice the critical reading and analysis skills that they will need in order to pass the AP exam and succeed in a college biology course. Students will perform hands-on labs that give them insight into the nature of science and help them understand biological concepts, as well as how evidence can be obtained to support those concepts. Students will also complete several virtual lab studies where they form hypotheses; collect, analyze, and manipulate data; and report their findings and conclusions. During both virtual and traditional lab investigations and research opportunities, students summarize their findings and analyze others' findings in summaries, using statistical and mathematical calculations when appropriate. Summative tests are offered at the end of each unit as well as at the end of each semester, and contain objective and constructed response items. Robust scaffolding, rigorous instruction, relevant material and regular active learning opportunities ensure that students can achieve mastery of the skills necessary to excel on the AP exam.

This course has been authorized by the College Board to use the AP designation.

\*AP is a registered trademark of the College Board.

### **Course Materials**

Semesters 1 and 2: Required

- ◆ AP Biology requires a college-level biology textbook. Students may use any college-level biology textbook to successfully complete the course. Resources are provided in the course to support students using either of the following texts:

*Campbell Biology*, 9th ed. Neil A. Campbell and Jane B. Reece et al. (Benjamin Cummings, 2011). ISBN-10: 0321558235 / ISBN-13: 9780321558237.

*Principles of Life*, 1st ed. David M. Hillis et al. (W. H. Freeman, 2011). ISBN-10: 1429276487 / ISBN-13: 9781429276481

- ◆ AP Biology requires the completion of hands-on lab activities and has been approved by the College Board as meeting all requirements for a laboratory science course. For more information on the materials required for this course, refer to the Course Materials List at <http://support.apexlearning.com>. In the upper-right corner, under Quick Links, select Course Materials.

## **AP Chemistry (151) - Full Year Course**

**Pre-requisite: Chemistry**

AP\* Chemistry builds students' understanding of the nature and reactivity of matter. After studying chemical reactions and electrochemistry, students move on to understand how the chemical and physical properties of materials can be explained by the structure and arrangements of the molecules and the

It is the policy of the Boyden-Hull Community School not to discriminate on the basis of real or perceived age, race, creed, color, religion, national origin, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status in its educational program and activities. All students should enroll in the classes that best advance their skills and possible career choices.



forces between those molecules. Students will examine the laws of thermodynamics, molecular collisions, and the reorganization of matter in order to understand how changes in matter take place. Finally, students will explore chemical equilibria, including acid-base equilibria. The equivalent of an introductory college-level biology course, AP Chemistry prepares students for the AP exam and for further study in science, health sciences, or engineering.

The AP Chemistry course provides a learning experience focused on allowing students to develop their critical thinking skills and cognitive strategies. Frequent no- and low-stakes assessments allow students to measure their comprehension and improve performance as they progress through each activity. Students regularly engage with primary source materials, allowing them to practice the critical reading and analysis skills that they will need in order to pass the AP exam and succeed in a college chemistry course. Students will perform hands-on labs that give them insight into the nature of science and help them understand chemical concepts, as well as how evidence can be obtained to support those concepts. Students will also complete several virtual lab studies where they form hypotheses; collect, analyze, and manipulate data; and report their findings and conclusions. During both virtual and traditional lab investigations and research opportunities, students summarize their findings and analyze others' findings in summaries, using statistical and mathematical calculations when appropriate. Summative tests are offered at the end of each unit as well as at the end of each semester, and contain objective and constructed response items. Robust scaffolding, rigorous instruction, relevant material and regular active learning opportunities ensure that students can achieve mastery of the skills necessary to excel on the AP exam.

This course has been authorized by the College Board to use the AP designation.

\*AP is a registered trademark of the College Board.

### **Course Materials**

Semesters 1 and 2: Required

- ◆ AP Chemistry requires a college-level chemistry textbook. Students may use any college-level chemistry textbook to successfully complete the course. Resources are provided in the course to support students using either of the following texts:

*Chemistry*, 9th ed. Steven S. Zumdahl and Susan A. Zumdahl. (Cengage Learning, 2013). ISBN-10: 1133611095 / ISBN-13: 9781133611097

*Chemistry: The Molecular Nature of Matter*, 6th ed. Neil D. Jespersen, James E. Brady and Allison Hyslop. (Wiley, 2011). ISBN-10: 1429276487 / ISBN-13: 9781429276481

- ◆ AP Chemistry requires the completion of hands-on lab activities and has been approved by the College Board as meeting the requirements for a laboratory science course. For more information on the materials required for this course, refer to the Course Materials List at <http://support.apexlearning.com>. In the upper-right corner, under Quick Links, select Course Materials.

## **AP Physics B (152) - Full Year Course**

**Pre-requisites: Algebra II and Advanced Math**

AP Physics B is a non-calculus survey course covering five general areas: Newtonian mechanics,

It is the policy of the Boyden-Hull Community School not to discriminate on the basis of real or perceived age, race, creed, color, religion, national origin, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status in its educational program and activities. All students should enroll in the classes that best advance their skills and possible career choices.

thermal physics, electricity and magnetism, waves and optics, and atomic and nuclear physics. Students will gain an understanding of physics' core principles and then apply them to problem-solving exercises. They'll learn how to measure the mass of a planet without weighing it, find out how electricity makes a motor turn, and learn how opticians know how to shape the lenses for glasses. The equivalent of an introductory college-level course, AP Physics B prepares students for the AP exam and for further study in science and engineering.

This course requires students to complete hands-on lab activities that do not depend on access to a supervised laboratory facility. It is appropriate both for distance-learning students as well as those in a school setting.

This course has been authorized by the College Board to use the AP\* designation and has been approved as meeting all requirements for a laboratory science course.

\*AP is a registered trademark of the College Board.

### **Course Materials**

Semesters 1 and 2: Required

- ◆ *Schaum's Outline of College Physics*, 10th ed. Frederick J. Bueche and Eugene Hecht (McGraw-Hill, 2006).  
ISBN-10: 0071754873 / ISBN-13: 9780071754873  
Acceptable alternate: 10th ed. (1997). ISBN-10: 0071448144  
Acceptable alternate: 9th ed. (1997). ISBN-10: 0070089418
- ◆ TI-84 Plus, TI-83, or TI-83 Plus Calculator  
Read "Getting Started" and chapter 1 in the TI Guidebook before the course starts.
- ◆ This course requires completion of hands-on lab activities and has been approved by the College Board as meeting all requirements for a laboratory science course. For information on the materials required for this course, refer to the Course Materials List at <http://support.apexlearning.com>. In the upper-right corner, under Quick Links, select Course Materials. Because each lab contains complete instructions on how to perform the experiments, there is no lab manual required for this course.

## **AP English Language & Composition (94) - Full Year Course**

**Prerequisite: At least a "B" in most recent English course.**

In AP\* English Language and Composition, students learn to understand and analyze complex styles of writing by reading works from a variety of authors. They'll explore the richness of language, including syntax, imitation, word choice, and tone. They'll also learn about their own composition style and process, starting with exploration, planning, and writing, and continuing through editing, peer review, rewriting, polishing, and applying what they learn to a breadth of academic, personal, and professional contexts. The equivalent of an introductory college-level survey class, this course prepares students for the AP exam and for further study in communications, creative writing, journalism, literature, and composition.

This course has been authorized by the College Board to use the AP designation.

\*AP is a registered trademark of the College Board.

### **Semesters 1 and 2: Required**

It is the policy of the Boyden-Hull Community School not to discriminate on the basis of real or perceived age, race, creed, color, religion, national origin, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status in its educational program and activities. All students should enroll in the classes that best advance their skills and possible career choices.

- ◆ *The Norton Reader*, 11th ed. John C. Brereton, Joan E. Hartman, and Linda H. Peterson, eds. (W.W. Norton, 2003).  
ISBN-10: 0393978877 / ISBN-13: 9780393978872  
Acceptable alternate: 10th ed. (2000). ISBN-10: 0393973832  
NOTE: The 12th ed. (2008) does NOT include all required readings and should not be purchased for use with this course.
- ◆ *Writing, A College Handbook*. 5th ed. James Heffernan, John E. Lincoln, and Janet Atwill (W. W. Norton, 2001).  
ISBN-10: 039397426X / ISBN-13: 9780393974263

## **AP English Literature & Composition (95) - Full Year Course**

**Prerequisite: At least a “B” in most recent English course.**

AP\* English Literature and Composition immerses students in novels, plays, poems, and short stories from various periods. Students will read and write daily, using a variety of multimedia and interactive activities, interpretive writing assignments, and class discussions to assess and improve their skills and knowledge. The course places special emphasis on reading comprehension, structural and critical analysis of written works, literary vocabulary, and recognizing and understanding literary devices. The equivalent of an introductory college-level survey class, this course prepares students for the AP exam and for further study in creative writing, communications, journalism, literature, and composition.

This course has been authorized by the College Board to use the AP designation.

\*AP is a registered trademark of the College Board.

### **Semesters 1 and 2: Required**

- ◆ *The Norton Anthology of Poetry*, 5th ed. Margaret Ferguson, Mary Jo Salter et al, eds. (W.W. Norton, 2005).  
ISBN-10: 0393979202 / ISBN-13: 9780393979206  
Acceptable alternate: 4th ed. (1996). ISBN-10: 0393968200
- ◆ *Short Fiction: An Anthology*, 1st ed. (Bedford/St. Martins, 2009).  
ISBN-10: 0312576374  
NOTE: This custom anthology is available only from Apex Learning or MBS Direct.  
Acceptable alternates:  
The Story and Its Writer, 7th ed. Ann Charters, ed. (Bedford / St. Martins, 2007). ISBN-10: 0312442718  
The Story and Its Writer, 6th ed. Ann Charters, ed. (Bedford / St. Martins, 2002). ISBN-10: 0312397313  
The Story and Its Writer, 5th ed. Ann Charters, ed. (Bedford / St. Martins, 1998). ISBN-10: 0312171641

### **Semester 1: Required**

- ◆ *Hedda Gabler*. Henrik Ibsen (Dover, 1990).  
ISBN-10: 0486264696 / ISBN-13: 9780486264691  
Other editions acceptable
- ◆ *A Streetcar Named Desire*. Tennessee Williams (Signet, 1947).  
ISBN-10: 0451167783 / ISBN-13: 9780451167781  
Other editions acceptable
- ◆ *Their Eyes Were Watching God*. Zora Neale Hurston (Harper, 2006).  
ISBN-10: 0060838671 / ISBN-13: 9780060838676

It is the policy of the Boyden-Hull Community School not to discriminate on the basis of real or perceived age, race, creed, color, religion, national origin, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status in its educational program and activities. All students should enroll in the classes that best advance their skills and possible career choices.

Other editions acceptable

- ◆ *Twelfth Night*. William Shakespeare. Barbara A. Mowat and Paul Werstine, eds. (Washington Square Press, 1993). ISBN-10: 0743482778 / ISBN-13: 9780743482776

Other editions acceptable

### **Semester 2: Required**

- ◆ *The Great Gatsby*. F. Scott Fitzgerald (Scribner, 1995).  
ISBN-10: 0743273567 / ISBN-13: 9780743273565  
Other editions acceptable
- ◆ *Annie John*. Jamaica Kincaid (Farrar, Straus and Giroux, 1985).  
ISBN-10: 0374525102 / ISBN-13: 9780374525101  
Other editions acceptable
- ◆ *Jane Eyre*. Charlotte Bronte. Michael Mason, ed. (Penguin, 2006).  
ISBN-10: 0141441143 / ISBN-13: 9780141441146  
Other editions acceptable

## **AP Statistics (128) - Full Year Course**

### **Prerequisite: Algebra II**

AP\* Statistics gives students hands-on experience collecting, analyzing, graphing, and interpreting real-world data. They will learn to effectively design and analyze research studies by reviewing and evaluating real research examples taken from daily life. The next time they hear the results from another poll or study, they will know whether the results are valid. As the art of drawing conclusions from imperfect data and the science of real world uncertainties, statistics plays an important role in many fields. The equivalent of an introductory college-level course, AP Statistics prepares students for the AP exam and for further study in science, sociology, medicine, engineering, political science, geography, and business.

This course has been authorized by the College Board to use the AP designation.

\*AP is a registered trademark of the College Board.

### **Semesters 1 and 2: Required**

TI-84 Plus, TI-83, or TI-83 Plus Calculator

Read "Getting Started" and chapter 1 in the TI Guidebook before the course starts.

## Appendix A

## FFA Eligibility

All agricultural education students who wish to be FFA members must follow a Planned Course of Study, as defined below. The Planned Course of Study:

- must include a supervised agricultural experience (SAE) program each year of FFA membership,
- and at least one of the following four agricultural education enrollment options.

Note: Records of the SAE must be initiated and maintained.

To initiate FFA membership:

- To join the local FFA chapter, the student must first be enrolled in an agricultural education course, and have an SAE planned or in operation.

To retain FFA membership upon graduation from high school:

A member may only retain membership in the FFA chapter of which they were a member their SENIOR year in high school. (Even if their high school FFA chapter is not a reasonable driving distance from the college in which they are a student.)

To maintain FFA membership while in high school:

**Students who meet ONE of the following options are eligible to maintain/retain FFA membership. Students are NOT required to meet all of the following options:**

Option #1: The student is enrolled in at least one agricultural education course, each year, while in high school. (from the Iowa FFA Constitution)

Option #2: The student has completed the equivalent of 0.5 units (Carnegie units) of Agricultural Education per year of high school. To use this option, the following unit requirements are shown, by the respective grade-levels.

High School Grade Level	Completed Carnegie Units of Agricultural Education Courses
By the end of 9th grade	0.50 units
By the end of 10th grade	1.0 units
By the end of 11th grade	1.5 units
By the end of 12th grade	2.0 units

Example: If a student completes 2.0 units of agricultural education by the end of their sophomore year, they may retain FFA membership throughout high school.

Option #3: Upon completion of 1.5 units of high school agricultural education courses, the student is then enrolled in an agriculture program of study at an accredited college or university. (If enrollment in the program is discontinued, at any time, this membership option is void.)

Option #4: The student has completed their high school graduation requirements (as of the end of 11th grade), is no longer enrolled in their high school for any other course(s), and is currently enrolled in an agricultural program of study at an accredited college or university.

The following are NOT allowed to Initiate, Maintain or Retain FFA Membership:

Students who were NOT FFA members during their senior year in high school.

Students who were NOT enrolled in an agricultural education course during their senior year in high school.

**It is the policy of the Boyden-Hull Community School not to discriminate on the basis of real or perceived age, race, creed, color, religion, national origin, marital status, sex, sexual orientation, gender identity, physical attributes, physical or mental ability or disability, ancestry, political party preference, political belief, socioeconomic status, or familial status in its educational program and activities. All students should enroll in the classes that best advance their skills and possible career choices.**