

9th Grade Course Descriptions 2020-21



Welcome!

Welcome to NHS! We are excited for you to transition to Noblesville High School during the 2020-2021 school year! This guide will provide important information about high school courses and planning for your freshman year. As always, if you have any questions, please reach out to your middle school counselor or a counselor at the high school for help!

Selecting Courses: This guide contains all of the course descriptions for our courses offered to 9th grade students. Please read the descriptions carefully, so you can be informed about the courses you select. Here are some other resources you can use when selecting courses:

- [Noblesville High School Counseling Website](#)
- Your middle school teachers and counselors! They are able to make excellent recommendations about which courses to take!
- **Noblesville High School Course Fair: Most of the teachers at NHS will be available in the High School cafeterias to talk about their courses.**
 - **When: Wednesday, January 15 from 6-8 PM**
 - **Where: Noblesville High School Cafeterias**
 - **Who: All Noblesville students and parents grades 8-11**
 - **Two 8th grade parent information sessions will be held at 6:30 PM and 7:15 PM in the high school auditorium**

Schedule Changes: Middle school students will meet during January to make course selections in PowerSchool for the upcoming school year. Once this meeting has occurred, students may request schedule changes by utilizing the [Schedule Change Request Form](#). **Students may request changes until May 1.**

The NHS master schedule is built based on student course requests to best meet the needs of all of our students. An important life skill is making informed, mindful decisions and then accepting the resulting responsibilities and consequences. This applies to the scheduling process. When students select their courses, both semester and year-long, they are committing to remain in these courses throughout the school year. Because of this, students and parents should carefully consider all of their course options to make sure all classes for the student's selected diploma are scheduled.

Important Terms

Credit— 1 class is typically one credit. You will select 7 classes or “credits” per semester. Students must obtain a grade of D- or higher to earn the credit. After 4 years you could have 56 credits. You need a minimum of 46 credits to graduate from Noblesville High School with a Core 40 diploma.

GPA— Grade Point Average. Points are assigned to each letter grade. All points are averaged together to create your Grade Point Average. Honors level classes offered “weighted grade points”.

Transcript— Your transcript is a written record of each semester grade earned. Colleges or other post secondary schools will request a copy to see what classes you took and grades earned in high school.

Required Courses - Courses a student must take to meet his/her diploma requirements. These courses are generally within the English, Mathematics, Science, Social Studies, and Physical Education departments. However, these same departments also provide elective courses to further meet students’ interests.

Elective Courses - Courses a student may take to meet the total number of credits needed for a diploma. These courses are generally among the choices in the Art, Music, World Language, Family and Consumer Science, Business, and Engineering/Technology departments. However, a student’s extracurricular activities or diploma type may require certain courses from these departments.

Advanced Placement Courses— These are college level courses offered in high school. You will take an exam at the end that could allow you to count these courses for college credit.

Dual Credit Courses— These are college level courses offered in high school that directly count for college credit. These courses cost additional money as you are paying college tuition to take these courses.

Types of Diplomas

Core 40 Diploma

Core 40 with Academic Honors

Core 40 with Technical Honors



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

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

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

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

CORE40 with Academic Honors *(minimum 47 credits)*

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

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

CORE40 with Technical Honors *(minimum 47 credits)*

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

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

Required Courses - English

English 9 (A year-long course, two credits): English 9 offers an integrated study of language, literature, writing, and oral communication. English 9 students further develop their use of language as a tool for learning and thinking in accordance with Indiana State Standards. Students practice identifying, analyzing, and composing different elements, structures, and genres of written language. Through the study of different genres, students identify and analyze the author's purpose, perspective, and stylistic attributes that affect voice & message. English 9 helps students develop their voices as confident thinkers, readers, writers and speakers. A goal is to develop respectful, responsible, compassionate students who are motivated to pursue academic excellence.

- Students will improve their critical reading and writing skills as an active participant in class discussions.
- Students will produce coherent and cohesive writing, use precise vocabulary, and develop topics with purposeful structure and organization. Students will develop the perseverance they need to approach writing as a process through prewriting, peer review, and revision.
- Students will think critically about what they read and the world in which they live. Students read literature from multiple genres, cultures, and time periods to inspire discussion and reflection about what it means to be human and gain awareness of the writer's craft.

English 9 Honors (A year-long course, 2 credits): In order to challenge top performing students, this course will emphasize the same materials as English 9 but with much greater depth and added requirements and adaptations. Due to the accelerated nature of the course, additional units of study are included to challenge the top performing students with more in-depth reading assignments, complex composition topics and increased vocabulary and critical thinking.

Students enrolling in English 9 Honors should be comfortable with high standards of performance and critical feedback designed to promote progress. This is an accelerated class that will require considerably more outside preparation time than English 9.

** This course has required summer reading and assignments that must be completed before the first day of school.*

Prerequisites: Language Arts Standardized scores 95th percentile, Previous regular English grade of A OR Honors level English grade of A or B

Required Courses - Math

Algebra I (A year-long course, two credits): Algebra I provides a formal development of the algebraic skills and concepts necessary for students to succeed in advanced courses. In particular, the instructional program in this course provides for the use of algebraic skills in a wide range of problem-solving situations. The concept of function is emphasized throughout the course. Topics include: (1) operations with real numbers, (2) linear equations and inequalities, (3) relations and functions, (4) polynomials, (5) algebraic fractions, and (6) nonlinear equations. A scientific calculator is required.

Geometry (A year-long course, two credits): Geometry students examine the properties of two- and three-dimensional objects. Proof and logic, as well as investigative strategies in drawing conclusions, are stressed. Properties and relationships of geometric objects include the study of: (1) points, lines, angles and planes; (2) polygons, with a special focus on quadrilaterals, triangles, right triangles; (3) circles; and (4) polyhedra and other solids. Use of graphing calculators and computer drawing programs is encouraged. A scientific calculator is required.

Prerequisite: Algebra I with a grade of C or higher

Algebra II (A year-long course, 2 credits): Algebra II is a course that extends the content of Algebra I and provides further development of the concept of a function. Topics include: (1) relations, functions, equations and inequalities; (2) conic sections; (3) polynomials; (4) algebraic fractions; (5) logarithmic and exponential functions; (6) sequences and series; and (7) counting principles and probability. A graphing calculator (TI-83 or 84) is recommended, but a scientific calculator is required.

Prerequisite: Algebra I and Geometry credits

Algebra II Honors (A year-long course, 2 credits): Algebra II is a course that extends the content of Algebra I and provides further development of the concept of a function. Topics include: (1) relations, functions, equations and inequalities; (2) conic sections; (3) polynomials; (4) algebraic fractions; (5) logarithmic and exponential functions; (6) sequences and series; (7) counting principles and probability; and (8) trigonometry. This course is open to freshmen and sophomores. It moves at a faster pace than regular Algebra 2 covering topics in greater depth. It is recommended that a student received an A in Algebra 1 and Geometry. A scientific calculator is required. A graphing calculator (such as the TI-84 Plus CE) is allowed.

Prerequisite: A high percent "A" in 7th grade Algebra 1 and a high percent "A" in 8th grade Geometry

Required Courses - Science

Biology (A year-long course, 2 credits): Biology is devoted to the study of life, living things, and their interactions. Throughout the year this course requires scientific thinking and provides an opportunity for students to develop scientific process skills; laboratory techniques; and an understanding of how organisms are built, how they function, and how they interact – with each other and their environment.

Students will explore the scientific process, ecology, biochemistry, cell structure and function, genetics and heredity, evolution and classification, and diversity of living organisms. Each semester will conclude with a final exam covering all content from that semester. The Indiana End-of-Course Assessment will be administered in the spring, and will cover components of both semesters.

Biology I Honors (A year-long course, 2 credits): Biology 1 Honors covers the same standards as Biology, but will go into deeper analysis and application of content. The focus is gathering, synthesizing, and applying information/evidence. Students will be expected to combine information from the book, discussions, notes, assignments, etc. to build complete understanding of material.

Students should have a solid understanding of basic science concepts and principals before starting the class. A strong set of reading, writing, and math skills are strongly encouraged. A strong work ethic is required.

Prerequisites: Must have a strong reading comprehension.

Required Courses - Social Studies

Geography/History of the World (A year-long course, 2 credits): Geography and History of the World is designed to enable students to use the geographic “way of looking at the world” to deepen their understanding of major global themes that have manifested themselves over time—for example, the origin and spread of world religions; exploration; conquest, and imperialism; urbanization; and innovations and revolutions.

In Geography and History of the World, specific geographic and historical skills and concepts of historical geography are used to explore these global themes primarily but not exclusively for the period beginning in 1000 CE. The skills are grouped into five sets, each representing a fundamental step in a comprehensive investigative/inquiry procedure. They are: forming research questions, acquiring information by investigating a variety of primary and secondary sources, organizing information by creating graphic representations, analyzing information to determine and explain patterns and trends, and presenting and documenting findings orally and/or in writing.

The historical geography concepts used to explore the global themes in Geography and History of the World include change over time, origin, diffusion, physical systems, cultural landscapes, and spatial distribution and interaction. By using these skills, concepts and the processes associated with them, students are able to analyze, evaluate, and make predictions about major global developments. Geography and History of the World is designed to nurture perceptive, responsible citizenship, encourage and support the development of critical thinking skills and lifelong learning, and to help prepare Indiana students for employment in the 21st Century.

Pre-AP World History (A year-long course, 2 credits): Pre-AP World History is a two-semester course. It emphasizes events and developments in the past that greatly affected large numbers of people across broad areas of the earth and that significantly influenced peoples and places in subsequent eras. Some key events and developments pertain primarily to particular people and place; others, by contrast, involve trans-cultural interactions and exchanges between various peoples and places in different parts of the world. Students are expected to practice skills and processes of historical thinking and inquiry that involve chronological thinking, comprehension, analysis and interpretation, research, issues-analysis, and decision-making. They are expected to compare and contrast events and developments involving diverse peoples and civilizations in different regions of the world. Students are expected to examine examples of continuity and change, universality and particularity, and unity and diversity among various peoples and cultures from the past to the present. Finally, students are expected to apply content knowledge to the practice of thinking and inquiry skills and processes. There should be continuous and pervasive interactions of processes and content, skills and substance, in the teaching and learning of history.

At NHS, first semester emphasis is on the importance of the ancient and classical civilizations and the study of world religions. Second semester study includes the emergence of western civilization and the impact that their growth has on all parts of the world. The text, research projects, simulation activities, computer work, audiovisual materials, and selected outside reading will be utilized to maximize students’ understanding of world history.

Prerequisite: A in 8th grade Language Arts or A or B in Bridges L/A and a strong Social Studies student

Required Courses - Wellness

PE I and PE II: Physical Education I & II emphasize health-related fitness and developing the skills and habits necessary for a lifetime of activity. It also emphasizes a personal commitment to lifetime activity and fitness for enjoyment, challenge, self-expression, and social interaction. This program includes skill development and the application of rules and strategies of complex difficulty in (1) health-related fitness activities, (2) individual and team sports, (3) outdoor pursuits, (4) aquatics, (5) recreational games and (6) aerobic exercise. Ongoing assessment includes both written and performance-based skill evaluations. This course will also include a discussion of related careers.

Health (A one semester course, 1 credit): This course provides the basis for continued methods of developing knowledge, concepts, skills, behaviors, and attitudes related to student health and well-being. This course includes these major content areas: (1) wellness, (2) fitness and nutrition, (3) body systems, (4) CPR, (5) human sexuality, and (6) substance abuse education. Students explore the effect of health behaviors on the quality of life. This course assists students in understanding that health is a lifetime commitment by analyzing individual risk factors and health decisions that promote health and prevent disease. Students are also encouraged to assume individual responsibility for becoming competent health consumers.

Elective Courses - World Language

****Students wishing to receive high school credit for Spanish I taken in middle school must complete the "Spanish I Letter of Understanding" by March 1st of Sophomore year.****

French, German, and Spanish I (A year-long course, 2 credits): Level I world language courses provide instruction enabling students to discuss the many reasons for learning languages and to develop an understanding of the people who speak them. Students are able to apply effective strategies for language learning and show a willingness to experience various aspects of the cultures. Within this context, the course provides students with opportunities to:

- respond to and give oral directions and commands and to make routine requests in the classroom and in public places;
- understand and use appropriate forms of address in courtesy expressions and be able to tell about daily routines and events;
- ask and answer simple questions and participate in brief guided conversations related to their needs and interests;
- read isolated words and phrases in a situational context, such as menus, signs, and schedules;
- comprehend brief written directions and information;
- read short narrative texts on simple topics; and
- write familiar words and phrases in appropriate contexts and respond in writing to various stimuli.

Additionally, students learn:

- about nonverbal communication, such as gestures and body language;
- about awareness of current events in the cultures;
- the major holidays and geographical features of the countries being studied;
- greeting and leave taking behaviors in a variety of social situations;
- the appropriate way to respond to introductions and use courtesy behaviors; and
- appropriate etiquette in a variety of social settings.

Spanish 2 (A year-long course, 2 credits): Level II world language courses enable students to participate in classroom and extracurricular activities related to the language studied as well as to participate in conversations dealing with daily activities and personal interests. Students are able to:

- ask questions regarding routine activities;
- participate in conversations on a variety of topics;
- relate a simple narrative about a personal experience or event;
- interact in a variety of situations to meet personal needs, such as asking permission, asking for or responding to an offer of help, and expressing preferences pertaining to everyday life;
- understand main ideas and facts from simple texts over familiar topics;
- read aloud with appropriate intonation and pronunciation; and
- write briefly in response to given situations, for example postcards, personal notes, phone messages, and directions, as well as write letters using culturally appropriate format and style.

Additionally, students become:

- familiar with major geographical features, historical events, and political structures of the country or countries being studied;
- familiar with different aspects of the culture, including the visual arts, architecture, literature and music, using the world language where appropriate;
- able to extend and respond to hospitality as a host or a guest; and
- aware of time expectations, such as arriving for appointments and social engagements.

Prerequisite: B- or above in both semesters of Spanish 1

Elective Courses - Family and Consumer Sciences

Nutrition and Wellness (A semester-long course, 1 credit):

Nutrition & Wellness is a foundation class that will allow you to get a better understanding of healthy food choices with basic food preparation. Main topics included safety & sanitation, nutritious food options, and basic culinary preparation.

Introduction to Culinary Arts (A semester-long course, 1 credit):

Introduction to Culinary Arts & Hospitality is project-based and hands on class that incorporates real world culinary experience that hones basic cooking skills with respect to safety and sanitation as well as the hospitality and tourism industry.

Prerequisite: Nutrition and Wellness

Child Development (A semester-long course, 1 credit):

Child Development and Parenting is an introductory course that prepares students who are interested in careers related to children. This course addresses issues of child development from newborns to children ages 1 – 3. It includes the study of families and parenting; prenatal development and birth; growth and development of children; as well as child-care giving and nurturing of children. This course prepares students for Advanced Child Development which is a course that expands on topics discussed in this class.

Elective Courses - Art

Introduction/Advanced 2D Art (A year-long course, 2 credits): Students taking Introduction to Two-Dimensional Art engage in sequential learning experiences that encompass art history, art criticism, aesthetics, and production and lead to the creation of portfolio quality works. In the area of:

- art history, students search for meaning, significance, and direction in two- dimensional works of art and artifacts through in-depth historical study and analysis of artwork from a variety of cultures and time periods;
- art criticism, students search for meaning, significance, and direction in two- dimensional works of art by: (1)critically examining current works and artistic trends, (2) exploring the role of the art critic in society, and (3) exploring art criticism as a method of identifying strengths and limitations in student artwork;
- aesthetics, students search for meaning, significance, and direction in two-dimensional works of art and artifacts by: (1) attempting to respond to their personal questions about the nature of art, (2) reflecting on their own changing definitions of art, and (3) assessing their ideas and definitions in relation to the art community in general; and
- production, students search for meaning, significance, and direction in their own work by producing works of art in a variety of two-dimensional media. At this level, students produce works for their portfolios that demonstrate a sincere desire to explore a variety of ideas and problems.

Additionally, students: (1) create works of art, (2) reflect upon the outcomes of those experiences, (3) explore historical connections, (4) write about the process, (5) make presentations about their progress at regular intervals, (6) work individually and in groups, (7) find direct correlation to other disciplines, and (8) explore career options in visual art. Students also identify ways to utilize and support art museums, galleries, studios, and community resources.

Introduction/Advanced 3D Art (A year-long course, 2 credits): Introduction to Three-Dimensional Art is a year-long course that gives students a variety of experiences with materials, techniques, and finding their voice in art. Through explorations in art history, art criticism, aesthetics, and production students will create portfolio quality works that shows an array of knowledge. Introduction to 3D Art is a foundation level course design to give students the skills necessary to advance in upper level art classes in all of their creative endeavors.

The curriculum for Introduction for 3D Art focuses on students' Artistic Voice through themes such as identity, social justice, environment, paradox, and visual culture. In addition, students will explore using multiple media including but not limited to: clay, plaster, found objects, and paper. Within the context of the class, students will be incorporating technology with peer reviews, e-portfolios, blogs, and digital sketchbooks. In addition, as a part of the art department initiative to build community awareness and advocacy for the arts, students will participate in community outreach activities such as murals and art exhibits.

Elective Classes - Business

Introduction to Business (A one semester course, 1 credit): Introduction to Business introduces students to the world of business, marketing and entrepreneurship including the concepts, functions, and skills required for meeting the challenges of operating a business in the twenty-first century on a local, national, and international scale. The course further develops business terminology and provides an overview of business and the role that business plays in economic, social, and political environments.

Preparing for College and Careers (A one semester course, 1 credit): Preparing for College and Careers addresses the knowledge, skills, and behaviors all students need to be prepared for success in college, career, and life. The focus of the course is the impact of today's choices on tomorrow's possibilities. Topics to be addressed include twenty-first century life and career skills; higher order thinking, communication, leadership, and management processes; exploration of personal aptitudes, interests, values, and goals; examining multiple life roles and responsibilities as individuals and family members; planning and building employability skills; transferring school skills to life and work; and managing personal resources. This course includes reviewing the 16 national career clusters and Indiana's College and Career Pathways, in-depth investigation of one or more pathways, reviewing graduation plans, developing career plans, and developing personal and career portfolios. A project based approach, including computer and technology applications, cooperative ventures between school and community, simulations, and real life experiences, is recommended.

Computer Science I (A one semester course, 1 credit): Computer Science 1 is designed to be the first computer science course for students who have little to no computer programming experience. The course helps develop critical thinking skills including: (1) how to break down a problem into manageable parts, (2) how to put tasks into a logical sequence, and (3) the importance of precise communication. It teaches how to communicate with a computer to get it to perform tasks that will result in apps that can be run on computers or mobile devices. Juniors and seniors may receive dual high school and college credit for completing this course. You do not need prior experience programming, but you do need strong logical thinking skills and enjoy solving problems.

Prerequisite: B or better in Algebra I

Digital Applications and Responsibility (A one semester course, 1 credit): In Digital Applications and Responsibility students will use technology to build decision-making and problem solving skills. Focus will be placed on word processing/MS Word, spreadsheets/MS Excel, and presentation software/ MS PowerPoint. Students will also establish what it means to be a good digital citizen and how to use technology appropriately. The importance of activities and behavior online and in relation to technology is stressed.

Elective Course - Science

Principles of Biomedical Sciences (A year-long course, 2 credits): Principles of Biomedical Sciences provides an introduction to the biomedical sciences through exciting hands-on projects and problems. Students investigate the human body systems and various health conditions including heart disease, diabetes, sickle-cell disease, hypercholesterolemia, and infectious diseases. They determine the factors that led to the death of a fictional person, and investigate lifestyle choices and medical treatments that might have prolonged the person's life. The activities and projects introduce students to human physiology, medicine, research processes and bioinformatics. Key biological concepts including homeostasis, metabolism, inheritance of traits, and defense against disease are embedded in the curriculum. Engineering principles including the design process, feedback loops, and the relationship of structure to function are also incorporated. This course is designed to provide an overview of all the courses in the Biomedical Sciences program and lay the scientific foundation for subsequent courses.

At the completion of this course, students take the PLTW end-of-course assessment. Some students may qualify for college credit if they achieve high enough marks on this exam.

(Freshmen taking PBS must be concurrently enrolled in Biology I Honors.)

Elective Courses - Engineering/Technology

Introduction to Engineering Design, PLTW (A year-long course, 2 credits): Introduction to Engineering Design is an introductory course, which develops student problem solving skills using the design process. This course is part of the PLTW Engineering curriculum. Students learn how to analyze a problem, research solutions, develop solutions, build the best solution, test the solution and improve the solution. Students also learn how to document each step of the design process, with an emphasis placed on sketching, formal drawings, and 3D modeling. 3D modeling is done using Inventor, a state of the art CAD program. Many projects are explained in a design brief, which outlines the criteria and constraints of the problem. Then students are guided through the design process to develop a solution. The projects are open-ended meaning there can be more than one correct solution. This is a foundational course for anyone wanting to become an engineer, designer, architect or work in the construction, manufacturing, or transportation industries.

Prerequisites: Algebra 1, Design & Modeling, or an A throughout Pre-Algebra

Introduction to Design Processes (A year-long course, 2 credits): Introduction to Design Processes is a course that specializes in modern design and engineering processes with a focus on creative problem solving in developing, testing, communicating, and presenting post-evaluation of products. Students use the design process to analyze research, develop ideas, and produce products solutions. This process gives a framework through which they design, manufacture tests, and present their ideas. Students will demonstrate and utilize design principles and elements for visual presentation. Designing aspects will also cover aesthetics, ergonomics, the environment, safety, and production. The design process is a core-learning tool for many courses enabling the student to solve problems in a systematic, logical and creative manner. Students develop a good understanding of the way the process helps them think creatively and developing aesthetic ideas. The design process encourages the students to engage in higher level thinking to create solutions for many types of problems. Students will engage in projects and use tools that give experience in the 4 core educational technology fields of study at NHS: engineering, manufacturing, transportation, and construction.

Elective Courses - English

Journalism I: Newswriting (A semester long course, 1 credit): Journalism is a study of the art of journalism and the profession of journalists. This course includes the process involved in: (1) reporting and writing news stories, (2) the legal and social responsibilities involved in newspaper publications, and (3) the ethics of accurate and fair reporting. This course includes extensive reading of models of excellent journalistic techniques and evaluates and analyzes journalistic writing through discussions and critiques.

Theatre Arts I and II (A year-long course, 2 credits): Theatre Arts is based on the Indiana Academic Standards for Theatre. Students enrolled in Theatre Arts read and analyze plays, create scripts and theatre pieces, conceive scenic designs, and develop acting skills. These activities incorporate elements of theatre history, culture, analysis, response, creative process, and integrated studies. Additionally, students explore career opportunities in the theatre, attend and critique theatrical productions, and recognize the responsibilities and the importance of individual theatre patrons in their community.

•Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma

Journalism I: Visual Journalism (A semester long course, 1 credit): Visual Journalism is the practice of visual storytelling, guided by the ethical principles of the journalism industry. Students will learn different journalism graphic skills as well as photographic styles to visually design for a variety of platforms while using industry appropriate programs such as Adobe Photoshop, In-Design, and Illustrator. Students will also spend time studying the history of the industry and discussing and evaluating the ever-changing elements of both graphics and photography. By the end of the course, students will have a greater understanding of the different publication platforms which will expose them to the industry and provide them with the prerequisite skills needed to work on a student publication. Students will have the knowledge to pass the Adobe Indesign certification exam.

Elective Courses - Performing Arts

Beginning Piano and Electronic Keyboard (A year-long course, 2 credits): High school students taking this course are offered keyboard classes, including piano and electronic keyboard, in order to develop music proficiency and musicianship. Instruction is designed so that students are enabled to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Students: (1) perform with proper posture, hand position, fingering, rhythm, and articulation; (2) compose and improvise melodic and harmonic material; (3) create and perform simple accompaniments; (4) listen to, analyze, sight read, and study the literature performed; (5) study the elements of music as exemplified in a variety of styles; and (6) make interpretive decisions.

A limited amount of time, outside of the school day, may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and music goals. Students must participate in performance opportunities, outside of the school day, that support and extend the learning in the classroom.

Dance Performance/Color Guard (A year-long course, 2 credits): Dance Performance is based on the Indiana Academic Standards for Dance. Sequential and systematic learning experiences are provided in the specific genre offered, whether it is Ballet, Modern, Jazz, or Ethnic-Folk. Activities utilize a wide variety of materials and experiences and are designed to develop techniques appropriate within the genre, including individual and group instruction in performance repertoire and skills. Students develop the ability to express their thoughts, perceptions, feelings, and images through movement. The performance class provides opportunities for students to experience degrees of physical prowess, technique, flexibility, and the study of dance performance as an artistic discipline and as a form of artistic communication. Students describe, analyze, interpret, and judge live and recorded dance performances of professional dancers and companies in the genre. They also become aware of the vocational and a vocational opportunities in dance.

•Fulfills requirement for 1 of 2 Fine Arts credits for Core 40 with Academic Honors diploma

Beginning Guitar: Students taking this course are provided with a balanced comprehensive study of chamber ensemble and solo literature, which develops skills in the psychomotor, cognitive and affective domains. Instruction is designed to enable students to connect, examine, imagine, define, try, extend, refine, and integrate music study into other subject areas. Student participation will develop elements of musicianship including, but not limited to: (1) tone production, (2) technical skills, (3) intonation, (4) music reading skills, (5) listening skills, (6) analyzing music, and (7) studying historically significant styles of literature as pertaining to chamber ensemble and solo literature. Experiences include, but are not limited to, improvising, conducting, playing by ear, and sight reading. Students develop the ability to understand and convey the composer's intent in order to connect the performer with the audience. Students also have the opportunity to experience live performances by professionals during and outside of the school day. Time outside of the school day may be scheduled for dress rehearsals and performances. A limited number of public performances may serve as a culmination of daily rehearsal and musical goals. Students are required to participate in performance opportunities, outside of the school day, that support and extend learning in the classroom. Students must perform, with expression and technical accuracy, a large and varied repertoire of chamber ensemble and solo literature that is developmentally appropriate. Evaluation of music and music performances is included.

***Students must have their own guitar**

Choir, Concert Band, Orchestra (Year-long courses, 2 credits): Students interested in participating in a Choir, Concert Band, or Orchestra will audition during the spring of their 8th grade year. The high school teacher will work with the middle school to make the correct placement.

Elective Courses - Wellness

***Students who would like to participate in an elective PE course must complete PE I and PE II prior to enrollment in Elective PE.**

Elective PE Athletic Weights (A semester long course, 1 credit): This advanced physical education course is designed for students participating in competitive sports. It features instruction in the techniques of weight training and conditioning as they pertain to athletic competition. This course involves a physically demanding program of weight training and fitness activities designed to enhance speed, agility, flexibility, jumping, and coordination, as well as academic studies of bio-mechanics, substance abuse, nutrition, and fitness terminology. Students undergo periodic strength and fitness tests, and student performance goals are developed each semester.

Students must be athletes at NHS or have the strength and conditioning coach's approval to participate in athletic weights.

Elective PE Lifetime Fitness (A semester long course, 1 credit): This advanced physical education course focuses on individual and team activities including, but not limited to, badminton, ping-pong, aquatic activities, soccer, rock climbing, wallyball, Frisbee golf, ultimate Frisbee, and yoga. Students will gain proficiency in various sports and will develop skills and attitudes to promote lifelong fitness. The course meets all seven of the Indiana and National Standards for Physical Education.

Prerequisites: PE I and PE II

Elective PE Aquatics (A semester long course, 1 credit): This advanced physical education course focuses on students being physically active each day by completing different activities in the pool. Activities include, but are not limited to: swimming laps, treading water, diving, water polo, water stations, water games, and water aerobics. There will also be a dry land portion of the course. Students will develop skills and attitudes to promote lifelong fitness. The course meets all seven of the Indiana and National Standards for Physical Education.

Prerequisites: PE I and PE II

Elective PE Aerobics and Yoga (A semester long course, 1 credit): This advanced physical education course emphasizes the development and maintenance of physical fitness of the total body through aerobic instruction, dance, and strength training. The basic components of strength, muscular endurance, flexibility, cardiorespiratory endurance and body composition are stressed.

Prerequisites: PE I and PE II

Elective Courses - Social Studies

Indiana Studies (A semester long course, 1 credit): Indiana Studies is an integrated course that compares and contrasts state and national developments in the areas of politics, economics, history, and culture. The course uses Indiana history as a basis for understanding current politics, practices, and state legislative procedures. It also includes the study of state and national constitutions from a historical perspective and as a current foundation of government. Examination of individual leaders and their roles in a democratic society will be included and students will examine the participation of citizens in the political process. Selections from Indiana arts and literature may also be analyzed for insights into historical events and cultural expressions.

Freshman FAQ

How many lunches are there?

There are 4 each day. Block 5 on black day and block 6 on gold day. On the first B and G day, you go to that class and then find out what lunch you will have.

How many classes are there in a day? How long are they?

There are 4, each 90 minutes. Blocks 1,3,5,7 meet on black days. Blocks 2,4,6, and Academic Lab (AL) are on gold days. The days alternate.

Are all of the classes in the Freshman Center?

Most but not all. Most students will have 4 or 5 classes in the FC.

What if I am late to class during the first couple of weeks?

Don't worry! Teachers will be granting grace while you learn your schedule and the building!

Can I carry a backpack? Purse? What about PE clothes?

You may come into the building with one but then it must be kept in your locker. If you have PE, you must take your clothes in a bag, like a plastic shopping bag. Purses are ok, but must be limited in size to that of a pencil bag.

How do I find out about clubs?

There will be club meetings soon after the school year starts during Academic Lab (AL) just for freshman.

What do I do if I want to get Spanish I or Algebra/Geometry credits from middle school?

Check with your counselor to see if that has been selected for you if you are not sure. You can request to receive credit for your Spanish or Math courses by following this link:

[Receiving Credit for Middle School Course Work](#)

How long are passing periods?

7 minutes.

How do I know who my counselor is?

On freshman orientation day, you will have an orientation session in a classroom with your assigned counselor.

Can freshman get coffee or a drink from the coffee shop in the morning?

Absolutely!

Can I have a bottle of water with me during the day?

Yes.

Will I have a schedule on the first day of school?

Yes! Most likely your schedule that you get on the day of orientation will be correct. There are sometimes small changes due to class balancing. On the first day of school you will get a final schedule. That final schedule will be in electronic form on your device.

Can I drop a class after the school year starts?

Generally, no. Course change requests must be made by May 1 during your 8th grade year. Class changes after school starts are generally for academic misplacement, you are in a class that you are not qualified for, you are in a class you have already taken, or a case conference decision.

Are the lockers assigned alphabetically?

Yes. They start on the first level, then second floor.

Can I carry my phone with me during the day?

Yes. We expect responsible use of your phone. Refer to the student handbook. Teachers do have the discretion to ask student to keep their phone put away or put in a cabinet, etc...during class, especially for assessments.

What are the changes to earning alternative PE credit?

Beginning with the class of 2024, students will only be able to earn one alternative PE credit (in place of PE II). PE I must be taken at NHS during the school year or in summer school. One credit can be awarded for a complete season of the following activities:

- IHSAA Sponsored Sports
- Qualifying NHS Club Sports: Lacrosse, Rugby, Boys Volleyball, Cheerleading
- Qualifying Performing Arts: Marching Band, Color Guard, Dance Team, Show Choir (Singers, New Dimension, Sensation)