GARFIELD-PALOUSE GRADUATION REQUIREMENTS

Requirements for graduation shall be established by the boards of directors and shall at a minimum satisfy those established by the state board of education. Twentyeight (28) credits are required to graduate from Garfield-Palouse. Students have the opportunity to earn 28 (class of 2024) credits if they take Algebra I as an 8th grader.

Graduation requirements are in effect when a student first enrolls in high school and shall be in effect until that student graduates unless such period is in excess of ten years.

### Freshman Class
- **Freshman English**: 1 credit
- **US History I**: 1 credit
- **Physical Science**: 1 credit
- **Health**: .5 credit
- **Fitness**: .5 credit
- **Algebra I or Geometry**: 1 credit
- **AFNR**: 1 credit
- **Electives**: 2 credits Total: 8 credits

### Sophomore Class
- **Sophomore English**: 1 credit
- **Biology**: 1 credit
- **US History II**: 1 credit
- **Geometry or Algebra II**: 1 credit
- **Electives**: 4 credits Total: 8 credits

### Junior Class
- **Junior English**: 1 credit
- **Current World Issues**: 1 credit
- **Third Math Credit (if not already completed)**: 1 credit
- **Personal Finance**: 1 credit
- **Electives**: 4/5 credits Total: 8 credits

### Senior Class
- **Senior English**: 1 credit
- **Government / Civics**: 1 credit
- **ELA/Math Trans Course(s) (If Necessary)**: 1 credit
- **Electives**: 5/6 credits Total: 8 credits

### Additional Graduation Requirements
1. Successful completion of State Assessment (SBAC) or
2. Successful completion of State Pathway

### Additional minimum requirements for 4-year Colleges / Universities:
1. Algebra II
2. Foreign Language I & II
3. A senior year math course if the student has not completed Pre-Calculus

**Complete High School and Beyond Plan:**

Within the first year of high school enrollment, each student shall develop a plan for satisfying the state and district’s high school graduation requirements and for their first year after high school completion. The plan should be developed in collaboration with the student, parent and district staff. The plan should include how the student will satisfy the district’s academic credit requirements, preparation for successfully completing the Washington Assessment of Student Learning, a description of the student’s culminating project and the student’s goals for the year following graduation. Each student plan should be reviewed annually to assess student progress, to adjust the plan, and to advise the student on steps necessary for successful completion of the plan.

**Teacher Assistant Limitation**

A teacher aide must be a junior or senior. A teacher may have only one aide per block unless authorized by the principal. This class is graded (P-NC) and monitored by the teacher. *Students may not earn more than two (2) credits as an aide for their High School career.*

**Office Work Experience**

Office Work Experience is a class offered to juniors or seniors. Sophomores may qualify if an opening exists. This is a graded class (P-F), monitored by office staff.

**Physical Education Waiver**

Students must complete two (2) sports seasons in lieu of one (1) credit in physical education.

- Athletic Participation for P.E. credit - A half credit of Physical Education credit to fulfill the second year requirement will be given to a student athlete who participates in and successfully completes in an athletic season (Football, Volleyball, Cross Country, Basketball, Baseball, Softball, Track, etc.)
  - Two seasons of athletics can earn a maximum of 1 credit.

**Failed Courses**

Any student who has failed a regularly scheduled course will be required to complete the failed class before enrollment in a subsequent level of that particular curriculum. Any correspondence course or in-school alternative for which credit is accepted or given needs to be endorsed by the supervising teacher of that level of curriculum. Approval from the principal is necessary.

**Retaking Courses:**

Students who would like to re-take a class for a higher grade may do so. The grade earned for a class that is retaken will be entered onto the student’s transcript. The student will not earn additional credit.

**HS Credit for Running Start/Online Classes:**

If a student needs credit to graduate, they may take an online class only if the student cannot schedule a Garfield-Palouse class by the end of their senior year. Further information is outlined in District Policy 2410 concerning conversion of college hours/credit to HS credit.

Students may not take courses offered by GPHS unless the course is required for graduation and cannot fit
into their schedule. Students wishing to take an alternative Foreign Language course online may do so at their expense (GPHS offers Spanish I and II). Additionally, students taking online courses at their expense and wishing to use for graduation and transcript purposes need prior approval.

**Eighth Graders Receiving High School Credit**

An eighth grade student may receive credits for completing courses which the school boards have identified as high school level. The credits will apply towards fulfilling high school graduation requirements if:

A. The course is taken with high school students and the student successfully completes and passes the same course requirements as the high school students enrolled in the class; or

B. The course qualifies for high school credit because the course is similar or equivalent to a course offered at the high school.

C. Students who have taken and successfully completed high school courses are not required to take an additional competency examination or perform any other additional assignment to receive credit.

**College Courses:**

A. An eleventh and/or twelfth grade student may enroll in courses or programs in a community college, vocational technical institute (V-TI) or a four-year university/college. They may also enroll in an internet Advanced Placement (AP) or internet enrichment class offered within our high school setting. Both high school and college or V-TI credit may be obtained. Evidence of successful completion of each course will be included in the student's high school records and transcripts.

B. A student in grade eleven may not receive high school and college V-TI course credits for more than the equivalent of the course work for two academic years. A student in grade twelve may not receive credits for more than the equivalent of the course work for one academic year.

C. To assist the districts in planning, a student must inform the districts of his/her intent to apply for admission to a college or V-TI course for credit.

D. Transportation to and from the college or V-TI is the responsibility of the student.

E. The principal and/or designee shall annually notify 10th and 11th grade students and their parents of the Dual Credit/College Courses program and the availability of high school credit for college and V-TI coursework.

F. For purposes of converting college credits to high school credits, five-quarter hours or three semester hours of college credit equals one high school credit.

G. Running Start classes will not show on the student report card, but they will show on the transcript.

**Concurrent Enrollment Programs**

*Advanced Placement, International Baccalaureate*

Students attending these courses may obtain college credit if student achievement is validated by an approved national examination, such as Advanced Placement or International Baccalaureate. Credits awarded through these tests are generally recognized at all accredited post-secondary institutions, but not guaranteed.
**Dual Credit-Professional Technical Program**

Career and Technical Education courses taught on high school campuses in accordance with articulation agreements negotiated between the high school and a local community or technical college. “Direct transcription” allow high school students to earn college credits (with a nominal registration fee) for articulated Tech Prep courses in which they earn a B or better. **Credit will only be awarded to students IF they attend the College courses are articulated through.**

If a student does not receive a letter grade of “B” or above for any of the courses enrolled with dual credit- their score (lower than a “B”) their score will NOT be sent to the college and it will not affect their future college transcript.

**College-in-the-High School**

College level courses taught on high school campuses by vetted faculty. These courses must be college level, academic in nature, included in the college or university’s catalog, and taught as part of the college or university’s regular curriculum.

Students taking these courses are responsible for credit payment, but not for associated costs that are covered by Garfield-Palouse High School (Textbooks, Materials). Students who demonstrate proficiency of the college course competencies with a ‘C’ (2.0 / 75%) or better grade, will earn college credit through the university offering the course. Students who receive below a 2.0 or 75% will not receive university credit; their grade(s) will be recorded on their official transcripts at the participating university and at GPHS, and count toward graduation.

**SCHEDULE CHANGES**

All students wishing to add or drop a course must operate within the following constraints:

1. Requests for add/drop must be directed to the counselor or principal within one (1) week or five days of school (5) of the beginning of the course.
   a. Counselor/principal will confer with the student, teacher(s) and parents to effect a reasonable schedule change.

2. Requests for add/drop after the one (1) week or five days of school (5) time limit must be directed to the principal.
   a. Principal will explore options for the student and confer with academic team (Parent, Teacher, Counselor) with emphasis toward:
      1. Setting up an improved study program
      2. Understanding the grading policy for add/drop after two (2) weeks. Student receives an F grade unless circumstances suggest another alternative(s). Teacher, Parent, and Principal must agree on the alternative(s).
   b. Principal will convene, if necessary, after exhausting all possibilities of 2a, a mandatory conference to include the student, counselor, teacher(s), parent and principal to resolve any remaining problems.
ADVANCED AGRICULTURE

This course addresses the social, environmental and economic impacts of agriculture. The curriculum provides a critical analysis of agricultural and food systems, and creates an understanding of new concepts through hands-on examples. Covering sustainability, animals and plants in the sustainability and the development of the organic farm market.

ADVANCED CONDITIONING

This course is designed strictly for those people who are seriously trying to make themselves bigger, stronger, and faster. Free weights as well as a universal gym will be used in the weight training part of the class. Students will be put in groups and advanced through different stations designed to meet specific goals.

The second part of the class will be designed to enhance coordination and quickness through the use of plyometrics. (These are activities designed by universities to bring about the above stated goals.) Plyometrics will be used on an every other day basis. On days when plyometrics are not being employed, fat burning, continuous movement activities or form running will be implemented.

ADVANCED LITERATURE

The goal of this class is to venture through a variety of literary genres such as poetry, short story, the novella, novel, and non-fiction. Along the way we will be able to look at many different settings and themes, i.e. the search for self, the individual vs. the collective, utopian/dystopian settings, and the collective focus will be one of identity. The following works are ones we will be using to take this journey:

- *Poem of the day (internet resources)*
- *The World’s Greatest Short Stories*
- *Anthem*
- *Walden (selected readings)*
- *Into the Wild*
- *The Adventures of Huckleberry Finn*
- *Shakespeare’s Macbeth*
- *Catcher in the Rye*
- *The Body*
- *Rita Hayworth and the Shawshank Redemption*
- *1984 (if time permits)*
- *A Streetcar Named Desire*

Other works will be included as time allows.

Student expectation: You will have to be willing to spend a good deal of time committing yourself to reading the material and coming to class ready to discuss and contribute. Each of you will also be responsible for bringing at least one poem of the day to share with the class.

ALGEBRA I

This is an introduction to variables, simplifying expressions and solving equations. Students will be introduced to graphing on a rectangular coordinate system. Equipment needed: calculator
**ALGEBRA II**

Available to 9-12

Prerequisites: Algebra I.

A review of solving equations and simplifying expressions. Students will be introduced to functions, higher order equations, and methods of solving and graphing quadratic equations. Equipment needed: calculator.

**AFNR**

Available to 9

This is an introductory course in agricultural education, which includes: animal science, plant and soil science, FFA, and leadership development. Many scientific methods and principles are studied in hands-on projects. Students who become active FFA members are given much of the background necessary to become successful in FFA activities over the next four years. Participation in a supervised agricultural experience project is required. Areas for this portion include production agriculture, work experience, home improvement, school group projects, or greenhouse projects.

**AGRICULTURE LEADERSHIP**

Available to 9-12

Prerequisite: Must be enrolled in another ag. class during the year.

This course will concentrate on FFA leadership activities including group presentations, parliamentary procedure, public speaking, demonstrations, and FFA Career Development Event preparation.

**Anatomy and Physiology**

Available to 10-12

Anatomy and physiology are subdivisions of biology. This course will cover the basics of anatomy and would be a good introduction for students interested in medicine. Many of the topics of this course help describe the structure and function of the various systems of the human body. In anatomy and physiology, the different levels of structural organization will be covered, from cells to organ systems. Students will explore the various organ systems including the integumentary, skeletal, muscular, nervous, cardiovascular, respiratory, digestive, endocrine, and reproductive systems as time allows. Students will then explore the requirements of sustaining life and survival. The language of anatomical position will be emphasised, learning and applying directional and regional terms, body planes and sections, and body cavities. Finally, students will consider how body functions interact to maintain homeostasis, control mechanisms, and the positive and negative feedback systems.

Labs and activities will be included to help students develop performance skills related to the curricular content. The labs and activities will include simulations, dissections and investigations, along with a visit to the UI Cadaver Lab. Guest speakers, visits from local medical professionals, and video conference calls will help supplement the curriculum. Medical training will include lessons on suturing, surgical techniques, and injury examinations.

**Animal Science**

Available to 9-12

The focus of Animal Science is on the understanding of the importance of animal agriculture in the United States. We will explore animal species and best practices for raising animals. The emphasis will be on animal products, how these products are used/consumed, and further processing of the products.
Art & Culture

Through the study of art and culture students will begin to understand the minds of great artists and how they responded to the world around them through art. Students will also be able to see why and how art culture was influenced by the surrounding societies. Art & Culture will work hand-in-hand with social studies as it acts as a guide in examining historical events through artists and specific time periods. In Art & Culture student’s will ask the questions: Why was it created? What was the influence? Did it have purpose? Following the initial examination, students will respond by producing an art piece that represents what they have learned as well as their feelings towards that specific time period or artist.

Art Production

Through Art Production we will look at a variety of art mediums from painting and drawing, sculpture and mixed media. The production of art can be found everywhere such as sidewalks, murals, in nature, in t-shirts. Art production will encourage us to use our imagination, use critical thinking processes and most importantly encourage us to express our version of life.

AUDI-OVISUAL COMMUNICATIONS

This course is designed to meet the needs of independent, motivated and highly inquisitive students. Using the medium of audio-visual productions, students hone their problem solving skills and are given the opportunity to exhibit their creativity using a highly visible format. Through the in-class and extra-curricular activities, students learn the mechanics of video and television production from equipment operation to live television broadcasting. The scope of the class is limited only by the imagination of each of the members. Independent thought and student designed projects are encouraged.

Students are expected to participate in extracurricular assignments to produce live broadcasts and independent projects.

BAND

Prerequisites: Desire to build on foundational music skills and to perform in an ensemble setting

Active participation required; many performing opportunities; intermediate music skills stressed; variety of music eras explores. The high school band serves as the concert band, jazz band, and pep band.

BIOLOGY

Biology is the science of life. This course will provide the students with a basic biological science background. The students will be assigned questions, problems, and labs on a regular basis. The labs are designed to provide students with a variety of hands-on experiences to reinforce biological and environmental principles. Some of the course is devoted to studying and monitoring the organisms and water quality of the Palouse River. Several one period outdoor labs will be required. Other topics that will be covered include the scientific method, current issues in biology, cells, genetics, taxonomy, endangered species of Washington State, botany, bacteria, algae, and animals.
BOTANY

Available to 9-12

This course is basically the same as the spring term of agricultural education with an emphasis on plant and soil science, horticulture, and greenhouse projects and work. A supervised agricultural experience project is required and may be met with any or all of the following: production agriculture, work experience, or school group project. All students are required to complete a greenhouse project. Participation in the FFA is encouraged.

BRIDGE TO COLLEGE MATH

Available to 12

Bridge to College Mathematics is fourth-year (senior-level) course designed to follow Algebra II and develop college readiness in students. Students who earn a "B" or better in the Bridge Course are eligible to enter college level mathematics coursework in any of the State of Washington Community and Technical Colleges. Bridge to College Math is also a designated transition course that fulfills a Graduation Pathway.

BUILDING CONSTRUCTION

Available to 10-12

Same as construction-applied math. Units of instruction include: wood construction safety, tool use and identification, concrete and plumbing, painting, electrical wiring, and applied math usage and concepts. FFA membership encouraged.

PERSONAL FINANCE

Available to 11-12

This course is a for all students who have an interest in dealing with challenging, real world mathematical curriculum through story problems. The student will be able to develop a story mathematical base to handle actual real life financial problems.

CADD (Computer Aided Drawing)

Available to 10-12

This “computer aided drawing” class will include both architectural design and drawing techniques. Students will learn basic concepts of using CAD software and hardware to created design and structural projects. Creativity will be stressed through the use of class ideas ad discussion. Students will leave the class with a variety of architectural drawing and creative designs. Students will need a “ZIP” disk for storing projects and data

CALCULUS I

Available to 11-12

Prerequisites: Pre Calculus

This is an introduction to calculus with applications (mostly business). The concepts of limit, derivative, and integral will be explored. Can be taken as College Credit (CWU 170/171) with acceptable entrance math placement.

CHEMISTRY

Available to 11-12

Chemistry is the science of materials. This college preparatory course will provide the students with the major principles of chemistry. The students will be assigned questions, problems, and labs on a regular basis. Laboratory chemistry is designed to provide students with a variety of applied experiences to reinforce chemical principles. Students will also regularly collect and analyze Palouse River samples and maintain an
ongoing project to monitor water chemistry. Topics to be covered will include but not be limited to dimensional analysis, atomic theory and structure, electron configuration, atomic energies, chemical reactions, stoichiometry, gas laws, acids and bases, solutions, and chemical equilibrium. Each student will also complete at least one independent project in order to gain research and presentation experience.

CHOIR

Available to 9-12

Active participation required; many performing opportunities; note reading, rhythm, and basic music fundamentals stressed; A variety of music eras are explored as well as vocal technique and expression.

Comparative Religion and Literature

The program goals of Comparative World Religions at Garfield-Palouse High School include: “encouraging student awareness of religions, but not acceptance of a particular religion; studying about religion, but not practicing religion; exposing students to a diversity of religious views, but not imposing any particular view; and educating students about all religions, but not promoting or denigrating religion.” Students will also compare the common values shared by all faiths with the equally common failure to live up to these standards by individuals and institutions from all religious traditions.

COURSE OVERVIEW

Teaching about religion needs to convey three central premises of academic learning about religion: religions are internally diverse; religions are dynamic; and religions are embedded in culture.” In order to do so, Comparative World Religions will draw upon a wide variety of resources from across academia, including history, literature, anthropology, sociology, world languages and science, while also following a traditions-based theological approach within each religion studied.

The study of religion will begin by first setting out the academic framework for the course and establishing a common social science vocabulary for discussing theological notions from all religions. The class will then examine the world’s major religions according to their shared cultural regions and commonality of theology, beginning with the spiritual traditions of India, moving to aspects of faith in Buddhism, then on to the Abrahamic-based religions of Judaism, Christianity and Islam, each in turn. The course will deal with all religions from the same objective perspective, according to a similar progression of concepts and ideas, stressing student awareness and understanding, not acceptance or conformity, while emphasizing tolerance and respect for people of all faiths and cultures.

Each of the five major faiths studied, will also require students to read a novel that will help enhance student understanding of cultural and religious perspectives as provided by the author.

CREATIVE WRITING

Available to 9-12

This course focuses on the writing of prose, drama, and poetry. Editing and revising are natural parts of this process. Group, team, and individual projects are included in a variety of assignments.

CURRENT WORLD ISSUES

Available to 11-12

The Current World Issues course deals with national and international issues which face our nation. Through critical reading, deductive and inductive reasoning, historical investigation, individual and group research, small and large group discussion, structured debate, opinion writing, article survey writing, argumentative presentations, and values clarification, students will examine current U.S. policies and issues. Through the study of religious, political, geographic, social, historic and economic implications presented by these issues,
students will acquire essential skills which will enable them to function as informed citizens and future voters.

**Digital Music Production**  
Available to 9-12

Students will learn about and interact with a variety of applications and resources for creating, editing and performing music with a focus on digital technology and electronic music production. Students will be expected to create and refine projects and techniques, work individually and in small groups and be able to relate the curriculum to how electronic music has developed throughout the world in different styles of music. Experience in band or choir or with music theory or composition is not necessary.

**DRAMA**  
Available to 9-12

This class will study various aspects of drama including stage design, costuming, and acting. We will be reading plays and discussing the technical aspects of them. Students will be performing monologues and working with others to present scenes from plays.

**ENGLISH 9**  
Available to 9

Freshmen English focuses on a variety of language and literary skills. Students will read, discuss, and write about a wide selection of literature; study the structure of the English language; learn new vocabulary; and engage in a variety of composition activities, ranging from creative writing to essays. The course provides a survey of literary forms such as short stories, drama, and the novel. Specific literary terminology is included.

**ENGLISH 10**  
Available to 10

Sophomore English is a combination literature anthology/composition/grammar class. The literature units include short stories, drama, nonfiction, and poetry from which the students learn related terms and concepts. Integrated with literary themes, students will have topics or opportunities to write narrative, descriptions, persuasive, and expository essays. Grammar correction and practice are incorporated into the writing process with an emphasis on usage and mechanics. Students are also expected to read one book per month outside of class and present an oral or written book report. In addition, they may be asked to read a novel together as a class assignment. Grades are cumulative during the semester and are the result of individual assessment, group cooperation, and daily assignments.

**ENGLISH 11**  
Available to 11

Junior English is a survey course, which means that students will be reading, discussing, and writing about a wide variety of American literature. The purpose is to become familiar with important works of literature from our country’s history and understand the ideas that they represent. We will read short stories, dramas, novels, poetry, and non-fiction pieces from different time periods in American history. We will also view film versions when it is helpful to understanding the texts.

Additionally, students will be required to write a traditional term paper using the documentation style of the Modern Language Association (MLA).

**ENGLISH 101 – Composition (EWU)**  
Available to 11-12

English 101 provides opportunities for students to develop and enhance their written communication skills. Stresses the organization, development and support of ideas and perspective in exposition and
argumentation as public discourse, familiarization with library resources and application of the rules and conventions of standard American English.

**ENGLISH 12**  
Available to 12

The Senior English curriculum is designed around a chronological literature book that includes both Greek and English heritages. Students learn about the influences of the Greek culture, the first available writings in English, the literature of the Medieval period, and the Renaissance with a Shakespeare tragedy. Integrated into the various time periods of study, the students will write essays using a variety of organizational formats for a variety of audiences and purposes. Grammar instruction and practice are taught as a part of the writing process. Students will keep a writing portfolio for self-evaluation and for assessing progress at the end of the semester. Along with studying literature and writing compositions, students will read a book each month and give an oral or written book report. Finally, students may be asked also to read an in-class novel for discussion and interpretation. Grades are based on individual assessment, group processing, and daily assignments.

**ENGLISH 170 – Literature (EWU)**  
Available to 11-12

English 170 is designed to review and enhance students’ understanding of the literary genres of fiction, poetry, and drama. Through reading assignments, class discussion, and written work, students will hone their interpretive and analytical skills. At the end of the semester, students will be able to identify the fundamental elements and stylistic attributes of these three genres and also offer and consider a variety of interpretive perspectives. Plus they'll have read some really great texts.

**Environmental Science – EWU/CWU**  
Available to 11-12

This course is an introductory exploration of environmental science that emphasizes a scientific approach toward understanding contemporary human interaction with the natural environment. The structure, function and interrelationships of terrestrial, aquatic and atmospheric systems are treated through the application of biological, chemical and geological principles.

**Film as Literature**  
Available to 9-12

Students will view films from different genres, sometimes comparing them to their literary counterpart. Some of the films will come with commentary of directors and actors who took part in the film. We will be discovering different filming techniques, importance of cast selection, shot sequences, symbolism, and various other devices used in cinematic creations. Films will be compared to the literary counterpart and discussed accordingly. Students will also research different careers available in the film industry.

**Floral Design**  
Available to 9-12

This course will focus on the production, marketing, and science behind arranging floriculture crops. Students will grow, harvest, process and sell floral arrangements and products. Students will be involved in designing floral projects for themselves as well as for sale to the public.

**Forestry**  
Available to 9-12

This course provides students with an understanding of forestry science within the United States. Here, students will discuss the history of the field and policy within forestry industries, as well as education and
employment opportunities. Forestry trains students in the general knowledge, management principles and environmental concerns related to forest communities. Topics include ecology, forest management, biology and geographic information systems (GIS) technology.

**GEOLOGY**

Available to 11-12

Geology is the study of the earth. As in the other sciences, it involves the use of observations, experiments, and hypotheses to gain a better understanding of the processes that cause the earth to evolve. Some of the topics that will be addressed by this course include: minerals, rocks, earthquakes, plate tectonics, mountain building, weathering, streams, groundwater, glaciers, volcanism. Labs and short field trips will accompany each unit and students will be expected to attend a one day field trip sometime during the course. Local geology will be stressed whenever possible or practical.

**GEOMETRY**

Available to 9-12

A course in plane geometry with an emphasis on inductive reasoning and problem solving. Students will learn properties of plane figures including: congruence, area, and similarity. Volume formulas for prisms, cylinders, and cones are also developed. Equipment needed: calculator, compass, protractor.

**Government – EWU**

Available to 12

This course is intended as an introduction to the workings of the United States government from an historical, theoretical, and institutional point of view. The concept of democracy itself, as well as the specific ways the United States conceives of political power as expressed in its constitution, will be taken up in detail. Along the way, we’ll study federalism, political parties, interest groups, and American political institutions such as Congress, the Presidency, the Judiciary, civil rights, and civil liberties. Additionally, there will be an integrated street law component that focuses on civic engagement and the role of the citizen in the American system. Throughout the course, we will also devote as much time as reasonably possible to current political events. The course will be offered for college credit through Eastern Washington University.

**HEALTH/NUTRITION**

Available to 9-12

The primary objectives of the class shall be to develop a positive attitude toward care and a concern for our personal, family and national health welfare, and blend together knowledge that will be applicable for the individual today and in the future. Units shall include: appearance, behavior, emotions, drug abuse, alcohol and tobacco use, nutrition and food habits, sports nutrition for teens, nervous system, bones and muscles, respiration, heart vessels and blood.

**HORTICULTURE**

Available to 9-12

This course will emphasize vocational horticulture and greenhouse lab and practices. Career development within the agricultural and horticultural fields will be emphasized. Plant taxonomy, forestry and natural resources will also be covered. All students will be required to complete a greenhouse project and records will be graded on the project. Leadership activities will include several different career development events.
**Interior Design**

Available to 9-12

Students learn the basics of residential house design through the study of professionally drawn plans; applying 2-D and 3-D sketching techniques; applying measurement and understanding client / professional communication in regards to plans.

**LIFETIME SPORTS**

Available to 10-12

This course is focused on activities that we can take into our post high school years, e.g., softball, basketball, bowling, archery, and even board games.

**METAL FABRICATION**

Available to 9-12

Introduction to metals and shop skills. Units to be covered include: arc welding, gas welding, tool sharpening and conditioning, safety, tool identification, hot and cold metal work, and a welding project. Students are encouraged to be FFA members and participate in ag. mechanics competitions. Coveralls are required.

**Music Appreciation**

Available to 9-12

In this class students will encounter the many styles of music that have been developed or originated in America, including indigenous, folk and popular styles of music as well like hip-hop, country and rock. Students will be expected to listen to and draw connections between various styles of contemporary American music, their roots and how these fit together, influence each other and impact our culture. Experience in band or choir is not required, only open ears and open minds.

**Music Technology**

Available to 9-12

This course introduces ways students can creatively interact with music and sounds using software editors, digital and analogue recording equipment and online applications. Students will be expected to edit an arrange pre-recorded sounds and samples and create their own sounds. Active participation is required as well as the ability to work independently and in groups of various sizes. No musical experience is necessary. Students will need chromebook for this course, and access to cloud storage. A flash drive of at a gigabyte in storage capacity is highly encouraged.

**Natural Resources**

Available to 9-12

This class is an opportunity to research the extensive industry of environmental science and natural resources. This class will prepare you to compete at the regional envirothon competition, and present you with the opportunity to give back to the community. Topics covered include public speaking, aquatics, forestry, soil science, wildlife, and researching a current environmental topic.

**Online**

Available to 11-12

Online is used for both credit retrieval and enrichment. Students may not take courses offered by GPHS unless the course is required for graduation and cannot fit into their schedule. Students wishing to take an alternative Foreign Language course online may do so at their expense (GPHS offers Spanish I and II). Additionally, students taking online courses at their expense and wishing to use for graduation and transcript purposes need prior approval. Enrichment courses are used to support student academic goals not offered by GPHS.
PAINTING AND DRAWING

Prerequisite: Each student will be expected to provide a box of #2 pencils and gum eraser for the course.

This class will explore basic art concepts as they pertain to drawing and painting. An understanding of basic shapes will be the foundation for building drawing skills that incorporate shading and shadow, composition the creativity. The latter half of the course will introduce color theory and how color can be mixed to create unique and unusual colors that add to the creativity of the student learning process. Students will leave the course with a variety of drawings and acrylic watercolor paintings.

P.E. I

A variety of life time and recreational sports will be presented to students. An emphasis on flexibility and endurance is performed through daily stretching and running prior to any activity. Some activities covered are: volleyball, racquetball, pickleball, badminton, bowling, ping pong, flag football, and soccer. Class will meet every other day and students will receive .5 credit.

PE/WEIGHTS

A variety of lifetime and recreational sports will be presented to students. An emphasis on flexibility, weight conditioning, and endurance is performed through daily stretching, weight lifting, and running. The course is designed to improve strength and speed. Students will be placed in groups and advanced through different stations designed to meet specific goals. Plyometrics will be used on a weekly basis. On days when plyometrics are not being employed, fat burning continuous movement activities or form running will be implemented.

PHOTOGRAPHY/ANNUAL

You will be photographing people and events for your school's yearbook.

You will learn how to prepare your work for display and/or framing.

In addition, you will be a participating member of your high school yearbook and newspaper staff. You will learn to publish our school’s yearbook and newspaper using computer technology and PageMaker software. You will develop skills and learn proper techniques in how to prepare our yearbook so that all work is submitted to the printer on a 3 1/4" floppy data disk.

NOTE: Photography/Annual class is demanding and can be stressful. If you get behind in your work it is hard to make that work up. Yearbook and newspaper deadlines MUST BE MET! Only sincere, hard working individuals with genuine interest in learning technology, taking photographs, and publishing the school’s yearbook and newspaper should register for this class.

PHYSICS

Prerequisite: Physical Science, Chemistry

Physics is the science that deals with the relationships between matter and energy. This college preparatory course will provide the students with a basic physics background. The students will be assigned questions and problems on a regular basis. There will also be a lab associated with the course. The lab is designed to provide students with a variety of applicative experiences to reinforce scientific principles. Each student will also conduct one or more independent projects to gain research and presentation experience. Topics to be
covered will include but not be limited to: forces, energy, momentum, machines, work, power, thermodynamics, electricity, light, sound, magnetism, and laser technology.

**PHYSICAL SCIENCE**

Physical science is the study of matter and energy. The two major branches of physical science are chemistry and physics. One semester will be devoted to each of these subjects beginning with chemistry. This course will provide the students with a basic physical science background. The students will be assigned questions and problems on a regular basis. There will also be a lab associated with the course. The lab is designed to provide students with a variety of laboratory experiences to reinforce scientific principles.

**PRE-CALCULUS**

Prerequisites: Algebra II

A review of many of the pre-calculus topics with emphasis on applications of these topics. An introduction to statistics and matrices. A good deal of the class is devoted to study of trigonometry. More higher order functions, and more complex graphs are discussed. This class should allow you to step into calculus at the college level. Equipment needed: calculator

**PRECISION MACHINING**

The class prepares student to apply technical knowledge and skills in all aspects of shaping metal parts. Projects involve making computations relating to work dimensions, tooling and feeds, and speeds of machining. Emphasis of this course is placed upon operation of metal lathe, milling machines, grinders, drills and computer operated equipment (CNC).

**PSYCHOLOGY**

This is an introductory course that covers the important theorists, theories, principles, and applications of Psychology. Students will also have the opportunity to listen to speakers discuss important ideas in modern Psychology: mental health, intelligence, IQ testing, psychic phenomenon, and careers in Psychology. Students will also view several films that portray psychological conditions and participate in activities relating to those conditions. Students will also read and respond to a book about psychology AND research a psychological condition for oral and written presentations.

**Small Engines**

This class covers the basic concepts and theory behind internal combustion engines. Students will overhaul and repair four stroke “portable” engines as use on pumps, lawn equipment and snow blowers. Emphasis on proper shop procedures for disassembly, inspection, servicing, and assembly will be covered in the class.

**SPANISH I**

Spanish I is the introductory high school course in the Spanish language. The goal of this class is to immerse students in Spanish for the purpose of developing basic comprehension and communication skills in the language. Students engage in a variety of activities to help meet this goal, including: interactive games, written and oral projects, language simulations, children's literature (in Spanish), oral comprehension exercises, videos, and grammatical exercises. Class participation is an essential component of this course and
students are expected to attempt all activities and exercises. Another integral component of Spanish I is an emphasis on cultural understanding and awareness.

**SPANISH II**

Available to 10-12

Spanish II is the continuation of Spanish I. The class emphasizes increasing students’ abilities in speaking, reading, writing, and understanding the Spanish language. Continued cultural learning regarding the countries of the Spanish-speaking world is also strongly emphasized. Students gain a greater command of the grammatical structures of Spanish in this class through ever increasing exposure to more complex language. Several different verb tenses are studied and used extensively in Spanish II. A final cultural project written in Spanish is required.

**SPEECH / DEBATE**

Available to 9-12

Instruction and practice are provided in a variety of modes to develop poise and confidence in public speaking. Group, team, and individual projects are included in this setting.

**STUDY SKILLS**

Available to 9-12

Prerequisites: Qualifying students only; teacher and/or counselor approval

Students will have the opportunity to learn different strategies and techniques to improve study skills. Students will learn to take notes, learn memory techniques, develop time management skills, develop techniques for taking tests, and develop writing strategies. Also, there will be opportunity to complete other classroom work, study for tests, work on projects and other classroom requirements.

**THREE DIMENSIONAL ART**

Available to 9-12

This class will allow students to explore 3D design using a wide variety of material such as wire, clay, paper, balsa, plaster, foam core, fiber and found objects. Techniques will include bas-relief, sculpting, casting, carving, assemblage, card engineering, and mobiles. Students will utilize problem solving skills to create 3D solutions to various design problems.

**UNITED STATES HISTORY I**

Available to 9-12

The U.S. History course is a survey of the American experience (Exploration to Civil War/Reconstruction). Drawing on our full and rich heritage, this course presents a positive and factual look at the people and events which created our nation. Since political, economic, and social changes have molded the present out of our past, students examine the changing America, thereby gaining a better understanding and appreciation of America today, what is stands for and what it could become. This course covers a complete spectrum of issues from minority rights to foreign policy and provides a sound foundation for further academic exploration in the social sciences and other fields of study.

**UNITED STATES HISTORY II**

Available to 10-12

The U.S. History course is a survey of the American experience (Civil War/Reconstruction to Modern America). Drawing on our full and rich heritage, this course presents a positive and factual look at the people and events which created our nation. Since political, economic, and social changes have molded the present out of our past, students examine the changing America, thereby gaining a better understanding and appreciation of America today, what is stands for and what it could become. This course covers a complete
spectrum of issues from minority rights to foreign policy and provides a sound foundation for further academic exploration in the social sciences and other fields of study.

**Vet Science**

This course introduces students to the field of veterinary science. Major topics include veterinary terminology, breed identification, safety, sanitation, anatomy/physiology, exams, hospital procedures, parasitology, posology, laboratory techniques, nutrition, disease, office management, and animal management. Leadership development will be provided through FFA with the opportunity to compete on the vet science CDE team.

**WILDLIFE CONSERVATION**

Introduction to Wildlife Conservation is a course designed to provide students with an overview of wildlife ecology and management. This course requires that students frequently engage in laboratory activities. Labs and field trips will take place throughout the class to supplement the lecture materials. Each student will receive safety training and be held accountable for strictly following safety guidelines, both in the field and the classroom.