

# Course Registration Catalog

LOVELL HIGH SCHOOL

**2019-2020**

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## For Your Information

### Students:

The Course Registration Catalog is for your use and information. Please read it carefully from cover to cover and share it with your parents in order to make responsible decisions concerning future educational planning. You should use this catalog in preparing a realistic schedule for the coming year, in addition to benefiting you most effectively upon your graduation.

### Schedule Changes:

In the event that a schedule change needs to be made, during the first semester a student has one week (7 school days) to add or drop a class. After, this time period, students will not be allowed to drop a class without receiving a withdraw/failing grade (W/F). Students needing a schedule change the second semester must submit this request to the guidance counselor within the 10 days before the end of the first semester. The only exceptions will be extenuating circumstances decided upon by the principal. All changes must have prior approval of parents, teachers and the guidance counselor.

The majority of Lovell High School courses are designed to be a full school year. Unless, it is a course designed for a semester in length, it is very difficult for a student to enter into a course the second semester. Changing a schedule the second semester is strongly discouraged due to the difficulty it poses for a student to enter into a class where they do not have the prior knowledge taught during the first semester. Therefore, it is imperative that students register for classes with the idea of remaining in that schedule for the full school year.

Forms are available in the main office and counseling office if a student does wish to request a schedule change.

### Credits:

Students whom the principal decides are misplaced and are granted a schedule change after the time period allowed may receive a quarter credit. Lovell High School awards credits on a semester basis. Students changing classes late in the semester may have difficulty in a new class if they enter it late, so this will occur only in extreme extenuating circumstances.

**Class Rank:** Class rank is a way to compare a student's grades to those of his/her classmates. Students are given a number **ranking** based on their **LHS GPA**. **Class rank** is unweighted.

**Valedictorian Rank:** Class rank will be calculated according to the formula  $(\text{cumulative GPA} + (\text{ACT}/10))/2$ .

**Hathaway GPA:** The Hathaway GPA will be based on a scale from 0 to 5.0. All courses taken will be included in the GPA calculation; however, only AP, IB, and Dual/Concurrent college courses 1000-level and above will be weighted

Changes have been made to the way high school GPAs are calculated for the Hathaway Scholarship. In accordance with Senate Enrolled Act 0056, the Wyoming Department of Education (WDE) established a grade-weighting policy that accounts for the increased academic rigor of certain high school courses. All districts will be required to use the weighted Hathaway GPA starting in the 2018-19 school year for the Hathaway Scholarship. Hathaway-approved AP, IB, and Dual/Concurrent 1000-level and above courses will be weighted.

### Transfer Students:

Students who transfer to Lovell High School, may receive a 1/4 credit if they are enrolled in a class for a nine-week period.

### Administrative schedule changes:

Administrative schedule changes may result in a student receiving a ¼ credit for the dropped and added courses.

## Graduation Requirements

In order to be awarded a high school diploma for Big Horn County School District # 2, a student shall successfully complete the following courses:

- A. Four (4) school years of English (4 credits)
- B. Three (3) school years of mathematics (3 credits), including at a minimum, Algebra I or an equivalent
- C. Three (3) school years of science (3 credits), including one credit of physical science and one credit of biological science
- D. Three (3) school years of social studies, including history, American government and economic systems and institutions (3 credits)
- E. One half (1/2) credit health
- F. One half (1/2) credit physical education
- G. One (1) credit fine & performing arts
- H. One (1) credit career technical education

16 Credits Required

11 Credits Elective

27 Credits Required for Graduation

32 Credits Possible

<b>Meeting the Standards</b>	<b>General Procedures</b>
<p>Students are provided multiple opportunities to meet the Wyoming Content and Performance Standards in all nine content areas through their courses at Lovell High School. The standards are fully embedded into instruction and assessment in courses at LHS.</p> <p>Student proficiency on the standards is based on his/her course grade.</p> <ul style="list-style-type: none"> <li>• Language Arts</li> <li>• Mathematics</li> <li>• Science</li> <li>• Social Studies</li> <li>• Foreign Language</li> <li>• Health</li> <li>• Physical Education</li> <li>• Fine &amp; Performing Arts</li> <li>• Career Vocational Education</li> </ul>	<ul style="list-style-type: none"> <li>• Each student is required to be in an LHS English course during every semester of attendance.</li> <li>• A student must specify which level of a particular course. For example: Spanish I or Spanish II, etc.</li> <li>• If a student fails a semester of a required class, in order to receive graduation credit, he/she must repeat that same semester.</li> <li>• Each student must be registered for at least 3.5 credits. A student must be enrolled in 3.5 credits in order to participate in any extracurricular activities or be eligible for the honor roll unless permission is granted by the Principal for concurrent/dual enrollment classes or extenuating circumstances. The 8<sup>th</sup> class may be used for an additional class, tutoring, and/or release time.</li> <li>• See Eligibility Rules in Parent/Student Handbook for detailed participation rules.</li> <li>• Promotion: In order to progress in high school from one grade level to the next, a student must earn a minimum number of credits at each grade level. To be considered a sophomore, a student must earn 6 credits in the freshman year; to be a junior, a student must earn 12 credits; and to be a senior, a student must start the year with 18 credits.</li> <li>• All students must pass an exam on the U.S. and Wyoming Constitution in order to receive a high school diploma.</li> </ul>

# College Planning

## College Planning

The standards for admission to colleges are becoming very stringent. Colleges are extremely interested in the pattern of high school course work taken by their applicants. They expect candidates to have taken the most demanding courses available. Students who plan to apply to college should take all the Science, Math, English, Social Studies, and Foreign Languages they can, as well as enriched and accelerated courses.

The first step in selecting courses to meet college requirements is to use the guidance department and career education center and visit with college representatives. Inquire as to which college can best fulfill your educational career needs as well as what the colleges require of their students.

In general, four years of English, three years of Social Studies, four years of Laboratory Science, and the completion of advanced mathematics courses are all desirable for college-bound students. Highly selective colleges would like to see as much additional math and science as can be allowed and at least two years of foreign language.

In addition to course selection, there are three more areas of interest and concern to colleges regarding their admissions of students. They are class rank, G.P.A. and entrance tests. Class rank will be calculated on a 4.0 simple G.P.A. scale. College admissions officers often take this fact into consideration when they evaluate an applicant for admission. The secret to success is a very individual matter. Be your own person, with your own goals and ideals. Always be aware of where you are going and what you have to do to get there.

Students who wish to participate in athletics in college should check with the counselor to assure eligibility requirements are being met in high school course work. NCAA adds a slightly different layer of requirements for eligibility.

Students are encouraged to take the ACT or SAT during their sophomore year, junior year or early in their senior year to help select classes for math placement and for scholarship decisions.

**NOTICE OF NONDISCRIMINATION:** Big Horn County School District #2 does not discriminate on the basis of race, color, national origin, sex, age, disability, or religion in its programs or activities and provides equal access to designated youth groups. Inquiries may be directed to Nichole Blain, Title IX/Section and Nancy Cerroni 504 Coordinator at 502 Hampshire Avenue, Lovell, WY 82431, by phone at 307-548-6563 or via email at [nblain@bgh2.org](mailto:nblain@bgh2.org).

## Hathaway Success Curriculum Requirements

Hathaway Level	Content Area	Course Requirements: For 2016 High School Graduates and Beyond	
<b>Honors</b> \$1680/semester GPA: 3.5 ACT: 25 <b>Performance</b> \$1260/semester GPA 3.0 ACT: 21	Math	● 4 years to include Algebra I, Algebra II, geometry, plus additional math taken in grades 9-12	
	English	● 4 years taken in grades 9-12	
	Science	● 4 years taken in grades 9-12	
	<b>4 YEARS</b>	Foreign language or fine & performing arts or career/vocational	
		*2 years must be a sequenced pathway, the other two years can be in the same or a different subject area	
<b>Opportunity</b> \$840/semester GPA: 2.5 ACT: 19	Math	● 4 years to include Algebra I, Algebra II, geometry, plus additional math taken in grades 9-12	
	English	● 4 years taken in grades 9-12	
	Science	● 4 years taken in grades 9-12	
	Social Studies	● 3 years taken in grades 9-12	
	<b>2 YEARS</b>	Foreign language or fine & performing arts or career/vocational	
		*2 years foreign language must be sequenced	
<b>Provisional</b> \$840/semester GPA: 2.5 ACT: 17 or WorkKeys: 12	Math	● 3 years to include at least two of the following: Algebra I, Algebra II, geometry	
	English	● 4 credits English	
	Science	● 3 credits science (must include physical science & biology)	
	Social Studies	● 3 credits social studies (must include world history or world geography, American History, and civics)	
	<b>2 YEARS</b>	Foreign language or fine & performing arts or career/vocational	
		*2 years foreign language must be sequenced	

- **Provisional:** 4 full-time semesters ~ Students with a certificate can extend for an additional 4 full-time semesters at a community college ~ Must start at a WY community college
- For more information regarding the Hathaway Scholarship Program, including a full list of Hathaway approved courses, please contact you HS Counselor or Curriculum Director.
- The native language of the Eastern Shoshone or the Northern Arapahoe, or American Sign Language (ASL) may be taken in fulfillment of the foreign Language requirements.

## Recommended College Preparatory Plans

### Seniors:

If you plan on attending a university, college, or community college after graduating, it is strongly advised that you be enrolled in the following classes your senior year:

1. A math class
2. A science class
3. A language arts class (required)
4. A social studies class (civics)
5. A foreign language class

During the early part of your senior year, you should explore the career software. You should plan on attending Planning Days at Northwest College and in January you should complete, and submit a Financial Aid packet. Students should plan on applying for and attending Scholarship Day at Northwest College. The reason for these recommendations is to help you in your placement and preparation for college.

### Juniors:

If you plan on attending a university, college, or community college after graduating, it is strongly advised that you be enrolled in the following classes your junior year:

1. A mathematics class
2. A science class
3. A language arts class (required)
4. A social studies class
5. A foreign language class

Early in your junior year you should make plans to take the PSAT/NMSQT, ACT and the ASVAB. Also study for the ACT that you will take later in the year. The reason for these recommendations is to help in your placement and preparation for college.

### Sophomores:

It may be too early for you to know what it is you wish to do following graduation from high school, but it is not too early for you to start thinking seriously about what it is you might like to do. Regardless of what it is, it is strongly advised that you enroll in the following classes your sophomore year:

1. A mathematics class
2. A science class
3. A language arts class (required)
4. A social studies class
5. PE and health

In the sophomore year, you will take the WY-TOPP to help assess your current status, explore options, and make plans for the remaining years of high school and the years immediately after. If you are college bound, it is strongly recommended that you take the ACT in the spring of your sophomore year.

## Factors Influencing College Admission

Each year, the National Association for College Admission Counseling (NACAC) surveys colleges and universities to determine the top factors influencing admission decisions. According to the 2014 "State of College Admission Report," the following factors in order of importance, were:

1. Grades in College Prep Courses
2. Strength of Curriculum
3. Subject Test Scores (AP, IB) & ACT Scores/SAT II
4. Admission Test Scores
5. Grades in All Courses
6. Essay or Writing Sample
7. Volunteer
8. Class Rank Work
9. Demonstrated Interest
10. Counselor Recommendation
11. Teacher Recommendation
12. Interview
13. Extracurricular Activities
14. Work

### Recommended College Preparatory Classes

Colleges vary in individual requirements. It is the responsibility of parents and students to become familiar with the requirements of the particular college to which they plan to apply. Students should see their counselor if they need assistance in this area.

Major universities require or recommend the following areas of study during grades 9 through 12:

Language Arts 4 credits

Social Studies 3 credits

Mathematics (Including Algebra I, II, and Geometry) 4 credits

Science 4 credits

Foreign Language (min. 2 years of the same language) 3 credits

Fine Arts Courses (Music, Art, Drama) 1 credit (at least)

Computer Related Courses

Extracurricular:

- Find activities, both in and out of school, which you enjoy and that provide an outlet for your non-academic side.
- Go for quality rather than quantity. Colleges admire students who put significant effort into one or two activities rather than students who put little time into many activities.

### Planning to Participate in Sports in College?

*Students are responsible to communicate with their coach and counselor.*

NCAA Athletic Eligibility - [www.eligibilitycenter.org](http://www.eligibilitycenter.org)

All students planning to enroll in college as a freshman and wanting to participate in Division I or Division II athletics must be certified by the NCAA Eligibility Center (formerly called the NCAA Clearinghouse).

The Eligibility Center was established to ensure consistent application of NCAA initial-eligibility requirements for all prospective student athletes at all member institutions. It is the responsibility of the prospective student athlete to make sure the Eligibility Center has the documents it needs to certify his/her eligibility. Requirements for 2018 graduates are outlined at [www.2point3.org](http://www.2point3.org).

NAIA Athletic Eligibility - [www.playnaia.org](http://www.playnaia.org)

The NAIA Eligibility Center is responsible for determining the NAIA eligibility of first-time student athletes. Any student playing NAIA sports for the first time must meet the eligibility requirements. Students must have their eligibility determined by the NAIA Eligibility Center, and all NAIA schools are bound by the center's decisions. High school seniors who wish to participate at an NAIA school need to register at [www.playnaia.org](http://www.playnaia.org).

NJCAA - [www.njcaa.org](http://www.njcaa.org)

The purpose of this corporation shall be to promote and foster junior college athletics on intersectional and national levels so that results will be consistent with the total educational program of its members.

## Meeting the Wyoming State Standards District Assessment System

All students at Lovell High School will be given the opportunity to demonstrate performance on the standards through the district assessment system.

**What is a District Assessment System?** The standards describe skills that students should know and be able to do by the time they graduate from high school. The district assessment system is designed to provide many opportunities for students to demonstrate proficiency of the standards.

**How do we do this at Lovell High School?** The district assessment system at LHS consists of both State Assessments and district developed course-based assessments. Each meets a specific purpose and contributes to the evidence about a student's proficiency.

**State Assessments:** All high school students in the state of Wyoming are required to participate in state assessments:

- Grade 9: WY-TOPP
- Grade 10: WY-TOPP
- Grade 11: ACT

**State Assessment Purpose:** These assessment results are used for screening to help determine individual student needs for remediation or enrichment.

**Course-Based Assessments:** Teachers at Lovell High School develop course-based assessments that are matched to the standards. Different types of assessments are used at LHS.

- **Classroom Assessments:** These are assessments that a teacher uses on a day-to-day basis to provide ongoing evidence of student proficiency. Examples of this include: pre-test, end-of-chapter, performance, quizzes, and informal checks for understanding.
- **Unit Assessments:** These assessments are designed for students to demonstrate proficiency at the end of a unit of study. The assessments have been constructed to be aligned to standards, reliable, and bias-free. Different types of assessments used at LHS:
  - **Traditional Test:** These are tests that use multiple-choice, matching, true-false, and short-answer questions to see if students have learned the information studied in class.
  - **Constructed Response:** These questions require students to write a longer answer in order to show a good understanding of information.
  - **Writing Prompt:** This is an assessment where all students are given the same prompt to use as a writing idea. The prompts are introduced to the students, with time given for pre-writing activities. Students are shown rubrics to plan and write an effective piece.
  - **Project Based:** These are activities that may take an extended period of time to complete.
  - **Performance Assessment:** These assessments are used in courses where students have to demonstrate a skill rather than write it down. Students might use these in art, vocational courses, music, or P.E. The teacher will watch students perform and score the performance on a rubric as they do it.

**Reading and Writing:** The Common Core Standards for English Language Arts include reading and writing standards that will be applied in all classrooms. This means that you will be required to read and write in classrooms other than your English classes.

**District Developed Assessment Purpose:** These assessment results are used to determine the student grade which earns graduation credits.

## Meeting the Language Arts Standards

Students at Lovell High School are required to take four credits of language arts. Students must be enrolled in an English course during every semester of attendance. Each English course will provide multiple opportunities for students to meet the Language Arts Standards.

Students will take a series of course based assessments during the freshman, sophomore, and junior years. These assessments are designed for students to show evidence of meeting the Language Arts Standards. The Wyoming State Assessment at the high school level includes assessments for Language Arts:

- Grade 9: WY-TOPP Reading & Writing
- Grade 10: WY-TOPP Reading
- Grade 11: ACT

The chart at the right shows the number of credits needed for the Hathaway Success Curriculum.

 WYOMING <b>HATHAWAY</b> SCHOLARSHIP PROGRAM <i>Make College A Reality</i>	
Hathaway Level	Success Curriculum Language Arts Requirements
<i>Honors Performance</i>	<ul style="list-style-type: none"> <li>• 4 years taken in grades 9-12</li> </ul>
<i>Opportunity</i>	<ul style="list-style-type: none"> <li>• 4 years taken in grades 9-12</li> </ul>
<i>Provisional Opportunity</i>	<ul style="list-style-type: none"> <li>• 4 credits English (meets current graduation requirements)</li> </ul>

Language Arts Courses	
Freshman	English I
Sophomore	English II
Junior	English III
Senior	English IV College-Prep English

**English Language Arts Standards:** The Common Core State Standards have been adopted as the Wyoming Content and Performance Standards. These are defined at the 9-10 and 11-12 grade levels. Students focus on the following priority and anchor standards for college and career readiness:

1. **Reading:** Key ideas and details, craft and structure, integration of knowledge and ideas, and range of reading and level of text complexity.
2. **Writing:** Text types and purposes, production and distribution of writing, research to build and present knowledge, and range of writing.
3. **Speaking and Listening:** Comprehension and collaboration and presentation of knowledge and ideas.
4. **Language:** Conventions of Standard English, knowledge of language, and vocabulary acquisition and use.

# Language Arts

## **Prerequisites for English II - IV and College Prep:**

In any given year, students must receive credit in at least one semester of a course in order to move to the next course in the sequence the following year. Students who do not receive credit in either semester will have to recover at least one semester of credit during summer school. Students who do not have at least one semester of credit before the next year will repeat the course. Students may not double up on English courses offered at LHS.

\*Language Arts courses must be taken in sequence. Only those with extenuating circumstances may apply for an exception with approval from the teacher, counselor, and principal.

## **English I: Freshman**

**Credit: 1**

In English I, all forms of communication will be emphasized in meeting the requirements of the common Core State Standards in creating students who are college and career ready in reading, writing, speaking, listening and language. This course focuses on the 9-10 strand of the CCSS for English Language Arts. Students explore a variety of reading selections from short stories to other extended works such as novels, plays and/or narrative poetry. Students will use the writing process to various types of texts, which may include argumentative texts, expository texts, and/or narratives. Class discussions and presentations will address speaking and listening standards.

## **English II: Sophomore**

**Credit: 1**

In English II, all forms of communication will be emphasized in meeting the requirements of the Common core state Standards in creating students who are college and career ready in reading, writing, speaking, listening, and language. This course focuses on the 9-10 strand of the CCSS for English Language Arts. Persuasive research and descriptive writing will be stressed. Students will explore a variety of world literature, including the Holocaust, Shakespeare, poetry and short stories. Students will participate in class discussions and both individual and group presentations.

## **English III: Junior**

**Credit: 1**

In English III, all forms of communication will be emphasized in meeting the requirements of the Common Core State Standards in creating students who are college and career ready in reading, writing, speaking, listening, and language. This course focuses on the 11-12 strand of the CCSS for English Language Arts. Students explore a variety of reading selections from short stories and non-fiction excerpts to other extended works, including novels and/or plays. Students will engage in two student-directed novel units, including literature circles and an independent novel unit. Students will use the writing process to write arguments to support claims, informative/explanatory texts, and/or narratives. An extra emphasis will be put on argument writing as it is the focus for the writing portion of ACT. Students will prepare for the ACT through an assortment of instructional techniques.

## **English IV: Senior**

**Credit: 1**

This class is geared toward the career goals of the individual. Students will experience a variety of genres, but an emphasis will be placed on technical reading and writing (job applications, resumes, goal statements, etc.) Weekly mini-lessons help individuals improve their reading and writing skill, and ACTs as needed. Interview skills will also be studied. Second semester gives students more freedom to choose types of reading and writing, and ends with a culminating Capstone Project.

## **College-Prep English: Senior**

**Credit: 1**

This class is designed to prepare each learner for the higher level of thinking required by college. Students read, write and discuss a variety of genres. Weekly mini-lessons help individuals prepare for ACT. Both MLA and APA writing styles are emphasized. First semester helps student build their resumes and goal statements. Second semester gives students more freedom to choose types of reading and writing and ends with a culminating Capstone Project, similar to the research required in college settings.

\*Language arts courses must be taken in sequence. Only those with extenuating circumstances may apply for an exception with approval from the teacher, counselor, and principal.

## **Literacy Lab**

**Credit: 1**

**Prerequisite:** MTSS Team recommendation and principal approval

This course offers students the opportunity to focus on their literacy skills. Assistance is targeted to students' particular weaknesses and is designed to bring students' reading comprehension to the desired level or to develop strategies to read more efficiently. The course especially focuses on fluency, comprehension, and vocabulary. Some tools used to help students may be Read180, AceReader, Read Naturally, ReadWorks, or other researched-based methods. Depending on the student's needs, writing may also be targeted.

# Meeting the Math Standards

Students at Lovell High School are required to take three credits of math. Students will take district assessments that are designed to meet the math standards. In addition, a student's math performance will be assessed through the ACT Suite:

- Grade 9: WY-TOPP
- Grade 10: WY-TOPP
- Grade 11: ACT

The chart below shows the requirements needed for the Hathaway Success Curriculum. Use this information as you plan your high school math courses as shown below:

## Math Choices:

Freshman	<ul style="list-style-type: none"> <li>• Pre-Algebra</li> <li>• Algebra I</li> <li>• Geometry</li> <li>• Algebra II</li> </ul>
Sophomore	<ul style="list-style-type: none"> <li>• Algebra I</li> <li>• Geometry</li> <li>• Algebra II</li> <li>• Pre-Calculus (NWC Math-1405)</li> <li>• College Algebra (NWC Math-1400)</li> </ul>
Junior	<ul style="list-style-type: none"> <li>• Algebra I</li> <li>• Geometry</li> <li>• Algebra II</li> <li>• College Algebra (NWC Math-1400)</li> <li>• Pre-Calculus (NWC Math-1405)</li> <li>• AP Statistics</li> <li>• Calculus</li> </ul>
Senior	<ul style="list-style-type: none"> <li>• Geometry</li> <li>• Algebra II</li> <li>• College Algebra (NWC Math-1400)</li> <li>• Pre-Calculus (NWC Math-1405)</li> <li>• Calculus</li> <li>• AP Statistics</li> </ul>

 <b>Success Curriculum</b>	
Hathaway Level	Math Requirements
<b>Honors Performance</b>	<ul style="list-style-type: none"> <li>• 4 years to include Algebra I, Algebra II, geometry, plus additional math taken in grades 9-12</li> </ul>
<b>Opportunity</b>	<ul style="list-style-type: none"> <li>• 4 years to include Algebra I, Algebra II, geometry, plus additional math taken in grades 9-12</li> </ul>
<b>Provisional Opportunity</b>	<ul style="list-style-type: none"> <li>• 3 years to include at least two of the following: Algebra I, Algebra II, geometry</li> </ul>

**Math Standards:** The Common Core State Standards are defined at the 9-10 and the 11-12 grade levels. Students focus on the following standards for college and career readiness:

1. **Number and Quantity:** Understand and use the real number system, the complex number system, vectors, quantities, and matrices.
2. **Algebra:** See structure in expressions, polynomial and rational expressions, create equations, and use reasoning with equations and inequalities.
3. **Functions:** Interpret functions, linear equations, quadratic, trigonometric, and exponential models
4. **Modeling:** A mathematical practice best used in conjunction with all other standards.
5. **Geometry:** Understand congruence, similarity, right triangles, trigonometry, and circles. Express geometric properties with equations, and model geometry using measurement and dimensions.
6. **Statistics and Probability:** Interpret categorical and quantitative data. Make inferences and justify conclusions. Understand conditional probability and the rules of probability to make proper decisions.

**\*\* Math courses must be taken in sequence. In order for a student to go backward in the sequence he/she must receive a recommendation from the teacher and the principal.**

**\*\* Students must have approval from both math teachers to take multiple math courses concurrently.**

## Middle School Math

Students who successfully complete Algebra I and/or Geometry in middle school during their 7<sup>th</sup> and 8<sup>th</sup> grade years will receive a passing (P) on their high school transcript for no credit. Students must complete three years of math during the 9<sup>th</sup>-12<sup>th</sup> grades in order to meet the graduation requirements.

# Mathematics

**Pre-Algebra - Prerequisite:** MTSS Team recommendation and principal approval **Credit: 1**  
This class is a beginning class for students who need to be refreshed in their algebra skills. It will cover working with variables, solving equations, how to solve various types of equations, positive and negative numbers, introduction of graphs, working with equations with two variables, working with fractions, decimals and percent.

**Algebra I** **Credit: 1**  
Algebra I is the standard high school first year algebra course covering linear equations and inequalities, systems of equations and inequalities, and quadratic equations. It also includes discussions on the practical application of algebra in the real world. Various technological tools are used when they apply.

**Geometry**  
**Prerequisite: Algebra I** **Credit: 1**  
This class stresses the basic structure of geometry. Algebraic skills are reviewed and strengthened as algebraic methods are applied to geometric situations. In addition to the basic development of geometry, this course includes development of formal proof, right triangle trigonometry, transversal, area, volume, coordinate geometry, and transformations.

**Algebra II** **Credit: 1**  
**Prerequisite: Algebra I and geometry**  
Algebra II stresses both the structure of algebra and the development of problem-solving strategies. Structure and properties of real numbers are reviewed and extended. Equations, inequalities, polynomial, functions, logarithms, complex numbers, trigonometric functions and identities.

**College Algebra (high school credit only)** **Credit: 1**  
**Prerequisite: Algebra I, geometry, Algebra II or teacher approval**  
Topics covered will vary based on class understanding but will fall into one of the following categories: linear and quadratic equations, functions and graphs, polynomial rational functions, exponential logarithmic functions, and other topics which may include conic sections, matrices, systems of equations, counting, probability, and series.

**College Algebra (Northwest College Math-1400)** **Credit: 1**  
**Prerequisite: 23 or better on ACT or score of 62 or better on Accuplacer, Algebra I, geometry, Algebra II or teacher approval.**  
**This is a full year class with no semester grades when taking this class for college credit. High school grading and credit systems will be used for those taking the class for high school credit only.**  
Students develop a basic understanding of linear and quadratic equations, functions and graphs, polynomial and rational functions, exponential and logarithmic functions, and other topics which may include conic sections, matrices, systems of equations, counting, probability, and series. The final 2<sup>nd</sup> semester grade will be the grade submitted to NWC.

**Pre-calculus Mathematics (Northwest College Math 1405)** **Credit: 1**  
**Prerequisite: Algebra II, teacher approval and 63 or better on Accuplacer**  
**To receive college credit for this course, students must have an ACT score of 25 or higher prior to the start of Semester 2. This is a full year class with no semester grades when taking this class for college credit. High school grading and credit systems will be used for those taking the class for high school credit only.**  
This course encompasses and extends topics and concepts of intermediate algebra and trigonometry. Students who complete this course will be well prepared for calculus and other college mathematics courses. This course uses the functional approach to trigonometry and covers computation, applications, identities, inverse functions, complex numbers, and the analytic geometry of trigonometric functions.

**Statistics (AP)** **Credit: 1**  
**Prerequisite(s): Algebra II with a grade of C or better or by instructor approval.**  
This year long advanced course is designed to parallel the first semester of a college level introductory statistics course. The topics that will be covered include: exploratory data analysis, experimental design, producing models using probability and simulation, and statistical inference.

**Calculus (AP)** **Credit: 1**  
**Prerequisite(s): Pre-Calculus with a grade of C or better & an ACT Math score of 27 or higher; or by instructor approval.**  
This yearlong course advanced course is designed to parallel the first semester of a college-level calculus course and will cover differential and integral calculus. Topics that will be covered include: limits, differentiation, applications of differentiation, integration, applications of integration, and elementary functions. This class will prepare students to take the AP Calculus AB test near the end of the school year, giving them the opportunity to earn college credit.

**Math Lab** **Credit: 1**  
**Prerequisite:** MTSS Team recommendation and principal approval  
This course is designed to provide targeted instruction in mathematics for students with identified learning needs. Instruction is specifically designed for each students' knowledge base and learning gaps; this may include: Remediation of foundational math skills; instruction, review and practice of prerequisite skills for algebra and pre-teaching and re-teaching of core math course content. Instructional tools include: IXL and ALEKS math programs and curricular supplemental materials. Progress is routinely monitored and reviewed to make instructional and placement decisions.

## Meeting the Physical Education Standards

Physical Education is offered as a semester course at Lovell High School. Students are required to take this course in order to fulfill graduation requirements. Lifetime Activities is a yearlong course offered to juniors and seniors who are interested in gaining exposure to lifetime activities. This course is designed to enrich the Physical Education standards presented in the sophomore course.

Physical Education	
Physical Education	Required for Sophomores
Lifetime Activities	Junior or Senior

**Physical Education Standards:** Instruction and assessment in the physical education course will be based on the following standards:

**Movement:** The physically literate individual demonstrates competency and applies knowledge of a variety of movement skills, movement patterns, concepts, principles, and strategies/tactics as they apply to the learning and performance of physical activities.

- 1) **Fitness:** The physically literate individual demonstrates the knowledge and skills to achieve and maintain a health-enhancing level of physical activity and fitness.
  - 2) **Personal & Social Behavior:** The physically literate individual exhibits responsible personal and social behavior that respects self and others and recognizes the value of physical activity for challenge, self-expression, and/or social interaction.
- 

## Meeting the Health Standards

Health is offered as a semester course at Lovell High School. Students are required to take this course in order to fulfill graduation requirements.

Health	Required for Sophomores
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**Health Standards** Instruction and assessment in the health course will be based on the following standards:

- 1) **Health Information, Products and Resources:** Students will access, analyze, and evaluate health information, products, and resources.
- 2) **Problem Solving and Decision Making:** Students will use critical thinking and systematic processes to examine health-related problems and make decisions that enhance health and reduce or avoid health risks.
- 3) **Effective Communication:** Students will demonstrate the ability to use interpersonal communication skills to enhance health and reduce or avoid health risks.
- 4) **Personal and Social Responsibility:** Students will demonstrate the ability to use personal and social skills that are associated with taking responsible action for enhancing health and reducing or avoiding health risks.

# Physical Education/Health

## **Physical Education**

**Credit: ½**

### **Required for sophomores**

**1<sup>st</sup> or 2<sup>nd</sup> Semester**

Physical education is designed for the student to be exposed to a wide range of lifetime sports activities. Introduction to a variety of sports are the main themes to the general P.E. curriculum structure. The following is a list of some of the sport areas covered in general P.E. Some of the lifetime sport areas covered are tennis, badminton, fitness training, bowling, basketball, volleyball and archery.

Attention will be given to understanding rules, strategies, and learning basic skills required to participate. Each student must supply gym shorts or running suit, socks, tennis shoes and T-shirts that comply with school dress code. Grading will be based on written tests, demonstration of appropriate skills, strategies, and teamwork while participating in each activity.

## **Lifetime Activities**

**Credit: 1**

### **Prerequisite: Junior or Senior**

Lifetime activities is designed for the student interested in gaining exposure to a wide array of the lifetime activities. It will provide a variety of individual, team and lifetime sports with emphasis on advanced skills, rules, strategies, game situations and tournaments. A fee will be required for an optional ski trip.

Schedule: Activities will follow the curriculum developed by the instructor

First Semester – tennis, soccer, flag football, volleyball, bowling, archery

Second Semester – fitness training, water polo, badminton, pickleball, basketball, skiing (optional), softball and floor hockey

Each student must supply gym shorts, tennis shoes, socks, and T-shirts that comply with school dress code. There will be a charge for skiing. Grading will be based on written tests, skills tests, participation and observation.

## **Health**

**Credit: ½**

### **Required for sophomores 1<sup>st</sup> or 2<sup>nd</sup> Semester**

The most common health issues that impact teens are explored in this course. These issues include emotional and mental health, nutrition, substance abuse, physical fitness, relationships, abuse, and other topics. The course also emphasizes self-awareness, decision-making, communication, and goal-setting as skills that will help a person take ownership for their health.

## Meeting the Science Standards

Students at Lovell High School are required to take three credits of science. The Lovell High School Science Department has developed a curriculum that provides opportunities for the student to meet all the science standards.

Students will demonstrate proficiency of the science standards through a variety of district assessments.

The program is designed to fulfill the basic science requirements for all students, but also allows students to have several choices of elective classes to enhance their scientific knowledge base beyond the general demands of the standards. Any student with an interest in science could take up to seven units of science during the four years of high school.

The chart at the right shows the number of credits needed for the Hathaway Success Curriculum. Use this information as you plan your high school science courses.

 WYOMING <b>HATHAWAY</b> SCHOLARSHIP PROGRAM <i>Make College A Reality</i>	
Hathaway Level	Success Curriculum Science Requirements
<i>Honors Performance</i>	<ul style="list-style-type: none"> <li>4 years taken in grades 9-12</li> </ul>
<i>Opportunity</i>	<ul style="list-style-type: none"> <li>4 years taken in grades 9-12</li> </ul>
<i>Provisional Opportunity</i>	<ul style="list-style-type: none"> <li>3 credits science (must include physical science &amp; biology)</li> </ul>

Required Science Courses	
Freshman	Physical Science
Sophomore	Biology

Elective Science Courses: Students must take at least one unit	
Environmental Science	Offered to juniors or seniors
Geology	Offered to juniors or seniors
Chemistry I	Junior/Senior
Biology II	Open to juniors or seniors who have successfully completed Biology I
Chemistry II	Open to students who have successfully completed Chemistry I

2016 Wyoming Science Standards	
<b>Physical Science</b>	Matter and Its Interactions
	Motion & Stability: Forces and Interactions
	Energy
	Waves & Their Applications in Technologies for Information Transfer
<b>Life Science</b>	From Molecules to Organisms: Structure & Processes
	Ecology: Interactions, Energy, and Dynamics
	Heredity: Inheritances and Variation of Traits
	Biological Evolution: Unity & Diversity
<b>Earth &amp; Space</b>	Earth's Place in the Universe
	Earth's System
	Earth and Human Activity
<b>Engineering, Technology, and Application of Science</b>	

## Science

### **Biology I: Sophomore**

**Credit: 1**

This required science course has been designed to provide students with a background in life science concepts. Biology is a standards-based course in which students can achieve proficiency in life science specific benchmarks as well as benchmarks that address scientific inquiry. Topics of study include: measurement and data representation, structure and function of the cell, genetics, evolution, and ecology. Students will participate in laboratory investigations, classroom activities, group projects, and research.

### **Biology II: Junior/Senior**

**Prerequisite: Successful completion of Biology I**

**Credit: 1**

This course is available to juniors and seniors who have successfully completed Biology I. This course is focused on four areas of study: botany, microbiology, zoology, and human anatomy/physiology. Laboratory investigation is strongly emphasized in this class. Students should be prepared to design experiments, research, collect data, analyze data, and present their results. If a student enjoys laboratory application of classroom topics than this is the class for them.

### **Environmental Science: Junior/Senior**

**Credit: 1**

This class studies the interrelatedness of the parts of our natural world. We will examine ecosystems and some of the environmental, political, ethical, and economical issues they face. Experimental and project design will be an integral part of the class. Students will also focus on data analysis and interpretation. Some of the specific topics covered in this class include: ecosystems, water resources, air quality, populations, wildlife habitat, and renewable resources.

### **Physical Science: Freshman**

**Credit: 1**

Physical Science is an inquiry-based, basic science course offered to provide students with an understanding of the basic concepts of chemistry, physics and earth space sciences. This course will include units on the scientific method, energy, motion, heat, friction, electricity, sound, light, thermodynamics, matter, chemical reactions, meteorology, and astronomy. Each subject is taught using hands-on learning and classroom related activities.

### **Chemistry I: Junior/Senior**

**Credit: 1**

**Prerequisite: Successful completion of physical science and Algebra I. Completion of or concurrent registration in Algebra II recommended.**

Chemistry I is an inquiry-based, college preparatory course in which chemical behavior of matter is studied through hands-on experimentation, demonstration, assignments, and group work. The concepts/principles covered in this course include: structure of matter, states of matter, reactions, descriptive chemistry, and laboratory investigations.

### **Chemistry II: Junior/Senior**

**Credit: 1**

**Prerequisite: Successful completion of Chemistry I and Algebra II**

Chemistry II is a continuation and a more in depth look at the curriculum taught in Chemistry I. This course will include study of the following concepts/principles: structure of matter, states of matter, reactions, stoichiometry, descriptive chemistry, solutions, acids and bases, reaction energy, nuclear chemistry, organic chemistry, and laboratory investigations. This course enables students to undertake, as freshmen in college, a second-year work in the chemistry sequence at their institution.

### **Geology**

**Credit: 1**

**Prerequisites: Successful completion of Physical Science**

Geology is the study of the physical earth and the processes it undergoes. This course will look at many different aspects of the earth's materials, structures, and processes. These will include the way we measure and model the earth, how it moves through our solar system, the way the earth has changed and is changing, what it is made of and how we use it, the earth's history and how we know it, its atmosphere, weather, and climate. There will be lab and possibly field experiences in this course.

### **Agriculture Science**

**Credit: 1**

This is an all-inclusive class that cover scientific principles and their application to agriculture. This course is an excellent stepping stone for students interested in applied sciences, in animal and plant fields. Students will learn items in animal anatomy, veterinary science, plant anatomy, soil and rangeland ecology, water quality, and greenhouse management. Students will conduct and complete a science fair experiment to be presented at the FFA state science fair. All of the Wyoming Career/Vocational Standards and Common Core State Standards will be covered in this course as well the Wyoming state science standards.

## Meeting the Social Studies Standards

Students at Lovell High School are required to take three units of Social Studies. The unit tests for each social studies course serve as the district assessments and are designed to meet standards. The chart at the right shows the number of credits needed for the Hathaway Success Curriculum.

	
Hathaway Level	Success Curriculum Social Studies Requirements
<i>Honors Performance</i>	<ul style="list-style-type: none"> <li>All Hathaway Levels require 3 credits for social studies: Must Include world history or world geography, American History, and civics</li> </ul>
<i>Opportunity</i>	
<i>Provisional Opportunity</i>	

Suggested Pathway for Social Studies	
Freshman	World Geography or World History
Sophomore	World History or World Geography
Junior	American History
Senior	Civics

**Social Studies Standards:** Instruction and assessment in the social studies course will be based on the following standards:

**Citizenship/Government/Democracy:** Students analyze how people create and change structures of power, authority, and governance to understand the continuing evolution of governments and to demonstrate civic responsibility.

**Culture/Cultural Diversity:** Students demonstrate an understanding of the contributions and impacts of human interaction and cultural diversity on societies.

**Production, Distribution, and Consumption:** Students describe the influence of economic factors on societies and make decisions based on economic principles.

**Time, Continuity, and Change:** Students analyze events, people, problems, and ideas within their historical contexts.

**People, Places, and Environments:** Students apply their knowledge of the geographic themes (locations, place, movement, region, and human/environment interactions) skills to demonstrate an understanding of interrelationships among people, places and environment.

**Technology, Literacy, and Global Connections:** Students use technology and literacy skills to access, synthesize, and evaluate information to communicate and apply social studies knowledge to global situations.

**Common Core State Standards (CCSS): Literacy in History/Social Studies:** In addition to the Social Studies Standards, all social studies courses will include instruction on the CCSS Literary Standards for reading and writing.

# Social Studies

## **World Geography**

**Credit: 1**

### **Freshman/sophomore recommended – (available to all students)**

How normal are Americans? What concerns come with population growth? When should we help other countries? These are some of the questions and themes that are explored in geography. This course looks at the different components of geography such as cultural, physical, economic, and political geography through themes and places. Location skills are also taught in this course.

## **World History**

**Credit: 1**

### **Freshman/sophomore recommended – (available to all students)**

This course is designed to give students a background in world history. It will follow a narrative style from the first civilizations and empires to the present day. Students will get a close-up look at people, places, events, cultures and environments. They will develop an understanding of how the past has contributed to the present.

## **American History**

**Credit: 1**

### **Prerequisite: Junior**

This course highlights the history of the United States through glimpses of various eras of history and powerful themes and lessons that are associated with them. Argumentation and formulating opinions is an important part of the higher level learning that comes with each unit in this course. Content base (terms, people, events) are also added to the units to help form a base for the higher level interpretation. This course will move from Revolutionary time period clear up to modern history.

## **Civics**

**Credit: 1**

### **Prerequisite: Senior**

This course is an introduction to the principles of American government and economics. This course will discuss the value of having a democratic government with an analysis of the U.S. Constitution. It will also teach students how to be good citizens. Students will learn about the process involved in organizing our government and how it presently works. They will also gain an understanding of legal and economic systems.

## Meeting the Foreign Language Standards

Spanish I is more of the traditional academic Spanish. If a student wants to continue on in foreign language studies, Spanish I is a prerequisite for any further Spanish. Students may take Spanish at any time in their high school careers; however, it is advised that students be ready to dedicate themselves to the study time these classes require. Student proficiency on the foreign language is determined through performance on classroom assignments and assessments.

 <b>Success Curriculum</b> <b>Foreign Language Requirements or Fine &amp; Performing Arts or Career/Vocational:</b>	
Hathaway Level	
<b>Honors Performance</b>	<ul style="list-style-type: none"> <li>Foreign language or fine &amp; performing arts or career/vocational</li> <li>2 years must be a sequenced pathway, the other two years can be in the same or a different subject area</li> </ul>
<b>Opportunity</b>	<ul style="list-style-type: none"> <li>Foreign language or fine &amp; performing arts or career/vocational</li> <li>2 years foreign language must be sequenced</li> </ul>
<b>Provisional Opportunity</b>	<ul style="list-style-type: none"> <li>Foreign language or fine &amp; performing arts or career/vocational</li> <li>2 years foreign language must be sequenced</li> </ul>

### Foreign Language Courses:

Foreign Language	
Spanish I	
Spanish II – Prerequisite: Spanish I	
SPAN-1010 First Year Spanish I (4)	SPAN-1020 First Year Spanish II (4)

### Foreign Language Standards:

1. **Interpretive:** Students demonstrate understanding of spoken and written communication within appropriate cultural contexts.
2. **Interpersonal:** Students engage in direct spoken and/or written communication with others.
3. **Presentational:** Students present, orally and/or in writing, information, concepts, and ideas to an audience of listeners or readers.

## Foreign Language

### **Spanish I**

**Credit: 1**

Students of this course will be given opportunities to speak, hear, read, and write Spanish. Students will gain a basic understanding of the language, concentrating especially on vocabulary, pronunciation, and grammar. Students will speak and write about themselves, school and other aspects of their daily life. Throughout the year, they will perform skits and dialogs for their classmates and learn about cultural aspects of Spanish speaking countries.

### **Spanish II**

**Credit: 1**

#### **Prerequisite: Spanish I or level equivalent**

This course is a continuation of Spanish I and builds on the knowledge base from the previous year. There is more emphasis on grammar and Hispanic culture. Students speak and write about their day-to-day lives. Students will research and speak about various aspects of Hispanic countries and/or culture aspects. This class makes piñatas at Christmas time and usually visits the elementary school once a month.

### **SPAN-1010 First Year Spanish I (NWC 4 Credit Hours and /or High School Credit)**

**Credit ½**

#### **Prerequisite: Teacher approval**

**1<sup>st</sup> Semester**

This class introduces the essentials of Spanish necessary for oral and written use of the language. It gives practice in speaking, reading, understanding, and writing as well as introduces Spanish culture. This class requires the use of an Internet and audio program with each chapter. Must have taken Spanish I and Spanish II or received special permission from instructor to enter class.

### **SPAN-1020 First Year Spanish II (NWC 4 Credit Hours and/or High School Credit)**

**Credit ½**

#### **Prerequisite: Teacher approval**

**2<sup>nd</sup> Semester**

Continuation of SPAN-1010 – Requires the use of an internet and audio program with each chapter.  
Prerequisite: Two years of high school Spanish and completion of SPAN-1010 with a “C-” or better in order to receive a college credit.

**\*\*For the Hathaway Honors and Performance Scholarship students are required to take 2 sequenced years of a foreign language (Spanish I & II). If students choose the “plus the foreign language option” they can take SPAN 1010 and SPAN 1020 to fulfill this requirement. At Lovell High School, SPAN 1010 AND SPAN 1020 are semester courses but because of the college rigor, each semester is equal to a year of high school Spanish.**

## Meeting the Fine and Performing Arts Standards

Lovell High School offers a variety of courses in which students can meet the Fine & Performing Arts Standards. Students can select courses from either music or visual arts. Future enrollment in these classes will offer both correctives and enrichments for students who fail to meet or exceed the Fine & Performing Arts Standards. Students must enroll in one year of either music or art in order to meet the Fine & Performing Arts standards.

 <b>Success Curriculum</b> <b>Foreign Language Requirements or Fine &amp; Performing Arts or Career/Vocational:</b>	
Hathaway Level	
<b>Honors Performance</b>	<ul style="list-style-type: none"> <li>Foreign language or fine &amp; performing arts or career/vocational</li> <li>2 years must be a sequenced pathway, the other two years can be in the same or a different subject area</li> </ul>
<b>Opportunity</b>	<ul style="list-style-type: none"> <li>Foreign language or fine &amp; performing arts or career/vocational</li> <li>2 years foreign language must be sequenced</li> </ul>
<b>Provisional Opportunity</b>	<ul style="list-style-type: none"> <li>Foreign language or fine &amp; performing arts or career/vocational</li> <li>2 years foreign language must be sequenced</li> </ul>

### Fine & Performing Arts Courses:

Music	
Course	Prerequisites
Concert Choir	
Show Choir	Audition
Concert Band	
Music Performance	

Art	
Course	Prerequisites
Art	

Lovell High School offers a lettering program in music. To earn a letter you must accumulate enough points as outlined by the director above & beyond the requirements for grades and practice and conduct oneself according to the rules of the Lovell High School Band and Choir.

**Fine & Performing Arts Standards:** The Fine & Performing Arts standards are written for both Music and Art using these standards. Note that the Fine & Performing Arts Standards go beyond performance. Students in these classes will have opportunity to meet literacy standards through reading and writing activities.

- 1) **CREATIVE EXPRESSION THROUGH PRODUCTION:** Students create, perform, exhibit or participate in the arts.
- 2) **AESTHETIC PERCEPTION:** Students respond to, analyze, and make informed judgments about the arts.
- 3) **HISTORICAL AND CULTURAL CONTEXT:** Students demonstrate an understanding of the arts in relation to history, cultures, and contemporary society.
- 4) **ARTISTIC CONNECTIONS:** Students relate the arts to other disciplines, careers, and everyday life.

# Fine and Performing Arts

## **Concert Choir I**

**Credit: 1**

High school choir is a performing organization which emphasizes good voice production, diction and vowel quality, as well as interpreting written music. An overall look at music history and culture and its effects on every-day life will be studied. Students will learn to read basic level 1 music and also learn about voice placement. Special attention is given to learning the fundamentals of an SATB choral ensemble performance as opposed to solo performance. Vocal music literature will be used, supplemented by various folios and director generated exercises. A number of performances will be required during the school year. All fine arts standards will be covered during the year.

## **Concert Choir II – Prerequisite: Choir I**

**Credit: 1**

A continuation of concert choir I, Concert Choir II is a performing organization which continues to emphasize good vocal production. Special attention is given to vowel placement, pitch, and blend. Students will study composers and be able to recognize some of their works. They will also be required to read level 2 music, focusing on major keys and simple as well as complex rhythms. Students will participate in small ensembles as well as the large group. Vocal music literature will be used, supplemented by various folios and director generated exercises. A number of performances will be required during the school year. All fine arts standards will be covered during the year. Students in Choir II will be expected to perform more frequently than students in Choir I.

## **Concert Choir III – Prerequisite: Choir II**

**Credit: 1**

Concert choir III is a performing organization which continues to develop the individual as well as the choral voice. Students will delve into the musical periods of time and fit composers into these eras. They will be required to read level 3 music and rhythms and will be section leaders in the choir class when needed. Students will sing music from a variety of genres and styles, including both English and foreign languages and will participate in small and large ensembles as well as solos if desired. A number of performances will be required during the school year. All fine arts standards will be covered during the year. Students in Choir III will be expected to perform more than students in Choir I or II.

## **Concert Choir IV – Prerequisite: Choir III**

**Credit: 1**

Concert Choir IV is a performing organization for senior students who have been in Concert Choir I, II, and III. Students will research employment opportunities in the music field and will be able to sight read most level 3-4 pieces and be capable of performing independent parts in both large and small ensembles. Historical and cultural aspects of music will be studied and students will be expected to create music for others to perform. Senior students will serve as section leaders and will help classmates with sight reading exercises as well as learning the music. Seniors may be asked for input relating to the selection of music for the both the large and small ensembles. Students will participate in small and large ensembles, and solos if desired. A number of performances will be required during the school year. All fine arts standards will be covered during the year. Students in Choir IV will be expected to perform more than students in Choir I, II, or III.

**Show Choir I****Credit: 1****Prerequisite: Audition**

Show Choir I is a performing organization that emphasizes good voice production, diction and vowel quality, as well as interpretation of written music. Special attention is given to learning the fundamentals of a choral music ensemble as well as solo performance. Time is spent learning choreography that enhances the music. Students will study historical and cultural aspects of music and especially that of "show" music. They will read music at a level 1 to be accepted and will be expected to continue to improve. Vocal music literature from many different genres will be used, supplemented by various folios and director generated exercises. Students are required to audition for this group and are included at the discretion of the director. Students will participate in large and small ensembles as well as solos if desired. A number of performances will be required during the school year. All fine arts standards will be covered during the year. Students may spend \$25.00 or more for cost of clothing.

**Show Choir II - Prerequisite: Audition, Show Choir I****Credit: 1**

Show Choir II is a continuation of Show Choir I and continues to emphasize good vocal production. Special attention will be given to vowel placement, pitch and blend. Students will study composers and be able to recognize some of their works. Students in the second year class will read Level 2-3 music and will feel at ease in front of an audience when performing. Choreography that enhances the various styles of music will continue to be worked on including but not limited to jazz, 40-50's swing, country, hip-hop, and pop. Vocal music literature will be used and will be supplemented by various folios and director generated pieces. Students will participate in large and small ensembles as well as solos if desired. A number of performances will be required during the school year. All fine arts standards will be covered during the year. Students in Show Choir II will be expected to perform more than students in Show Choir I. Students may spend \$25.00 or more for cost of clothing.

**Show Choir III****Credit: 1****Prerequisite: Audition, Show Choir II**

Show Choir III is a continuation of Show Choir I and II. Third year students will be studying the historical periods of time and where composers fit. They will be expected to read level 3-4 music and may be called upon to be section leaders. Students at this level help create choreography for individual pieces of music. Third year members will sing many different types and styles of music and will be expected to learn music on their own. Choir members will participate in a variety of ensembles, including duets, trios, quartets, and double quartets as well as the large ensemble. They will participate frequently throughout the community. A number of performances will be required during the school year. All fine arts standards will be covered during the year. Students in Show Choir III will be expected to perform more than students in Show Choir I and II. Students may spend \$25.00 or more for cost of clothing.

**Show Choir IV****Credit: 1****Prerequisite: Audition, Show Choir III**

Show Choir IV is a continuation of Show Choir I, II, and III. This class is for advanced students who can read music well and demonstrate great vocal skills. Fourth year students will study occupation opportunities in the field of music. They help create choreography and aid in the teaching of less experienced students. Students will perform many different types and styles of music and will help select music for performance. They will participate in a variety of ensembles and will lead ensembles themselves. Students will perform frequently throughout the community and will be group leaders. A number of performances will be required during the school year. All fine arts standards will be covered during the year. Students in Show Choir IV will be expected to perform more than students in Show Choir I, II, or III. Students may spend \$25.00 or more for cost of clothing.

**Music Performance I****Credit: 1**

Music performance is a performance troupe that develops students' acting, singing, and dancing. Emphasis is placed on public speaking skills, physical expression, harmonic singing, choreography, a foreign accent, and a domestic accent. Age-appropriate literature will be selected for monologues, dialogues, and large-ensemble performances. Two formal musicals will be performed outside of school hours (one each semester). All fine arts standards will be covered during the year.

**Music Performance II - Prerequisite: Music Performance I****Credit: 1**

A continuation of Music Performance I, Music Performance II is for second year students who wish to further develop their theatrical skills. In addition to the basic skills learned in the first course, students will learn a more challenging foreign accent. Students in Music Performance II will perform two formal musicals outside of school hours (one each semester). These are the same performances as Music Performance I. All fine arts standards will be covered during the year.

**Music Performance III - Prerequisite: Music Performance II****Credit: 1**

A continuation of Music Performance II, Music Performance III is for third year students who wish to extend their theatrical skills. In addition to the basic skills learned in the first and second courses, students will learn to perform a more complicated foreign accent. Students will also be expected to perform as exemplars for less-experienced class members, and may be asked to contribute to staging tasks. Students in Music Performance III will perform two formal musicals outside of school hours (one each semester). These are the same performances as Music Performance I and II. All fine arts standards will be covered during the year.

**Music Performance IV****Credit: 1**

The culmination of the music performance course sequence, Music Performance IV is for fourth year students who wish to hone their theatrical skills. In addition to the basic skills learned in the first three courses, students will learn to perform a challenging foreign accent. Students will also be expected to perform as exemplars for less-experienced class members, and may be asked to contribute to staging tasks. Students in Music Performance IV will perform two formal musicals outside of school hours (one each semester). These are the same performances as Music Performance I, II, and III. All fine arts standards will be covered during the year.

**Concert Band I****Credit: 1**

Concert Band I is a performing organization which stresses good intonation, physical technique, and musical interpretation. Students will learn to sight-read level 2 music. They will also learn about tone production. Emphasis is placed upon learning the fundamentals of large instrumental ensemble performance (as opposed to solo performance). Instrumental music literature will be used, supplemented by various folios and training exercises. A number of performances will be required outside of class time throughout the school year. All fine arts standards will be covered during the year. Fee: Students must purchase their own reeds, valve oil, mutes, slide grease, etc.

**Concert Band II - Prerequisite: Band I****Credit: 1**

A continuation of Concert Band I, Concert Band II is for second year students who wish to further develop their instrumental performance skills. Students will continue to learn to sight-read level 2.5 music, focusing on more advanced key signatures and rhythms. Students will participate in small ensembles as well as the large group. Students will be able to perform musical selections from a wide variety of genres. A number of performances will be required outside of class time throughout the school year. All fine arts standards will be covered during the year. Fee: Students must purchase their own reeds, valve oil, mutes, slide grease, etc.

**Concert Band III - Prerequisite: Band II****Credit: 1**

Concert Band III is for students wishing to seriously explore techniques specific to their instruments. Students will be able to sight-read level 3 music and will serve as section leaders in the full ensemble. Students will participate in small ensembles and large ensembles, as well as solos if desired. A number of performances will be required outside of class time throughout the school year. (Students in Band III are expected to perform more often than students in Bands I and II.) All fine arts standards will be covered during the year. Fee: Students must purchase their own reeds, valve oil, mutes, slide grease, etc.

**Concert Band IV - Prerequisite: Band III****Credit: 1**

Concert Band IV is for senior students who have successfully completed Concert Bands I, II, and III. Students will be able to sight-read level 3-4 pieces and be easily capable of performing independent parts in both large and small ensembles. Senior students will serve as section leaders and will be expected to lead section rehearsals for all instruments in the ensemble. These students may be asked for input relating to the selection of music for the full band. Students will participate in small and large ensembles, as well as solos if desired. A number of performances will be required outside of class time throughout the school year. (Students in Band IV are expected to perform more frequently than students in the lower band levels.) All fine arts standards will be covered during the year. Fee: Students must purchase their own reeds, valve oil, mutes, slide grease, etc.

# Fine and Performing Arts

## **Art I**

**Credit: 1**

This is an introductory course that will cover the basic drawing and art skills needed to be successful in all areas of art. All art levels are based on units including black and white, color, art history and sculpture to meet the fine and performing arts standards. Art I students will learn to draw by using the inner shapes of a subject to build the whole piece through black and white, colored drawings and paintings. All students will be given the opportunity to display art work at the State Art Symposium.

## **Art II**

### **Prerequisite Art I**

**Credit: 1**

This course is an Intermediate level course in which the basic drawing techniques of drawing by shapes using line, value and texture will be reinforced and taught at a higher level of expectations. All four units will be covered in this course; however, the level-two students will begin to come up with more original ideas. Each level will be expected to do different types of projects that will help the students' art abilities grow. All student will be given the opportunity to display art work at the State Art Symposium.

## **Art III**

### **Prerequisite Art II**

**Credit: 1**

This course is an advanced course that will challenge the student to create advanced works of art and experience a broad variety of mediums (i.e. oil paint, watercolor, ink drawings, mosaic tiles and clay) within the black and white, color, painting and sculpture units. Building upon Art II skills, the students will be expected to show growth with similar media but with more in depth/advanced projects. The Art III students will create original pieces of art and begin to write artist statements that will introduce and communicate the language component of their art. All students will be given the opportunity to display art work at the State Art Symposium and some may attend the Art Show.

## **Art IV**

### **Prerequisite Art III**

**Credit: 1**

This is a mastery level course in which the advanced student uses an accumulation of the art skills taught in the previous levels of art to create original pieces of art work. The student will create only original works of art using their own photographs and drawing from real life and still life settings. They will experiment with two dimensional and three dimensional pieces that are more challenging and use problem-solving skills to complete the pieces. They will write artist statements that will introduce and communicate the language component of their art. All students will be required to send a piece of art work to the State Art Symposium and may attend the Art Show also.

## Meeting the Career/Vocational Standards

Lovell High School offers a variety of courses in which students can meet the Career/Vocational Standards. We have many career clusters from which students can select that allow for personal interest and/or aptitude. Students must take at least one year of Career/Vocational courses to meet graduation requirements.

 <b>Success Curriculum</b> <b>Foreign Language Requirements or Fine &amp; Performing Arts or Career/Vocational:</b>	
Hathaway Level	
<b>Honors Performance</b>	<ul style="list-style-type: none"> <li>Foreign language or fine &amp; performing arts or career/vocational</li> <li>2 years must be a sequenced pathway, the other two years can be in the same or a different subject area</li> </ul>
<b>Opportunity</b>	<ul style="list-style-type: none"> <li>Foreign language or fine &amp; performing arts or career/vocational</li> <li>2 years foreign language must be sequenced</li> </ul>
<b>Provisional Opportunity</b>	<ul style="list-style-type: none"> <li>Foreign language or fine &amp; performing arts or career/vocational</li> <li>2 years foreign language must be sequenced</li> </ul>

**Career/Vocational Career Clusters:** See the courses for each Career Cluster on the following pages.

Lovell High School Career Clusters
Agriculture & Natural Resources
Arts, AV Technology & Communication
Human Services
Marketing, Sales & Service
Architecture & Construction
Transportation, Distribution & Logistics
Manufacturing

*The LHS Career Clusters are available to all students regardless of race, color, national origin, sex, disability or age.*

For more information contact:  
 Nichole Blain, Title IX Coordinator  
 502 Hampshire Ave, Lovell, WY 82431  
 Email: [nblain@bgh2.org](mailto:nblain@bgh2.org)  
 Phone: 307-548-6564

**Career/Vocational Standards:** The Career/Vocational Standards are currently in a review process and may be modified.

- 1) **Resources:** Students effectively manage time money, materials, facilities, and human resources.
- 2) **Interpersonal Skills:** Students acquire and demonstrate interpersonal skills necessary to be successful in the workplace.
- 3) **Information:** Students acquire and use workplace information.
- 4) **Systems:** Students demonstrate an understanding of how social, organizational, and technological systems work
- 5) **Technology:** Students demonstrate the ability to use a variety of work place technologies.
- 6) **Careers:** Students develop skills in career planning and workplace readiness.

**Common Core State Standards (CCSS): Literacy in Science & Technical Subjects:** In addition to the Career/Vocational Standards, all Career/Vocational courses will include instruction on the CCSS Literary Standards for reading and writing.

# Career/Vocational

## **Career Cluster: Agriculture and Natural Resources**

Agriculture education and welding is composed of three different areas: Classroom/Lab instruction, participation in the national FFA organization, and having a supervised agriculture experience (SAE). As FFA members, students will have the opportunity to travel around the state and region learning and competing. All students will learn about record keeping and business basics through their supervised agriculture experience (SAE).

### **Agriculture I**

#### **Students Preference given to Freshman**

**Credit: 1**

This is an introductory course that offers background information in the basics of agriculture and agriculture education. This course is an excellent stepping stone for students interested in traditional agriculture classes, diversified agriculture, and welding. Students will learn items such as different types of livestock, breeds and body parts, crops of Wyoming, shop safety, tool identification, public speaking, using hand and power tools, welding, and cutting, FFA history and leadership, record keeping, and the history of agriculture. Students will all plan and start a supervised agriculture experience. All of the Wyoming Career/Vocational Standards and Common Core State Standards will be covered in this course.

### **Agriculture II**

#### **Prerequisite: AG I or instructor approval**

**Credit: 1**

This is a continuation course that offers information on agriculture and agriculture education. This course is for students interested in traditional agriculture classes, diversified agriculture, and agriculture construction. Students will learn the basics of business and business planning, electrical wiring, engine basics. Students will work in depth in the areas of public speaking, job skills, and the development of their SAE. All of the Wyoming Career/Vocational Standards and Common Core State Standards will be covered in this course.

### **Agriculture III**

#### **Prerequisite: AG II**

**Credit: 1**

This is a continuation course that offers information on agriculture and agriculture education. This course is for students interested in traditional agriculture classes, diversified agriculture, and agriculture construction. Students will learn the basics of business and business planning, electrical wiring, engine basics. Students will work in depth in the areas of public speaking, job skills, and the development of their SAE. All of the Wyoming Career/Vocational Standards and Common Core State Standards will be covered in this course.

### **Agriculture IV**

#### **Prerequisite: AG III**

**Credit: 1**

This is a course designed for seniors to cap off their agriculture education experience. Students will be expected to be leaders in the classroom and work independently on projects and assignments. Students will implement and demonstrate business and business planning, electrical wiring, Students will work in depth in the areas of job skills, resume writing, interview skills and the continuation and completion of their SAE. All of the Wyoming Career/Vocational Standards and Common Core State Standards will be covered in this course.

# Career/Vocational

## Career Cluster: Arts, AV Technology & Communication

### **Media Communications**

**Credit: 1**

*Prerequisite to Visual Production and Journalism Production classes.*

Students will begin to explore visual communications, media literacy, and digital citizenship. This class is intended to be the foundation program that enables students to have a deeper understanding of the role that the media plays in both shaping and reflecting their culture. Photoshop will be introduced as well as beginning camera use. Students will be exposed to the manner which images, data, graphics are used to convey information. Media ethics, copyright and fair use topics will also be covered. Students will not only be enhancing their reading/writing and listening/speaking skills but also adding viewing and creating/presenting using all media forms. This class must be taken before taking either visual or journalism production classes.

### **Visual Production I**

**Credit: 1**

*Prerequisite: Media Communication*

This hands-on course focuses on the creative and technical skills necessary to produce quality video projects. Creative thinking, problem solving, organization are a few concepts covered in a variety of projects. Course provides students with the knowledge and skills necessary for video, television, web, etc. through storyboarding, writing scripts, camera operation, lighting, audio, editing and production. Course will also cover animating concepts for multimedia aspects and/or web usage.

### **Visual Production II**

**Credit: 1**

*Prerequisite: Media Communication & Visual Prod. I*

This course builds upon knowledge gained in Visual Production I. Hands on projects will be more in depth in concept and the skills needed for publishing projects. Movie creation will include topic research, writing scripts, storyboarding, camera operation, lighting techniques, technical audio, etc. On and off campus filming will be required.

### **Journalism Production I**

**Credit: 1**

*Prerequisite: Media Communication*

Students will learn beginning journalistic aspects of print production by creating and producing a yearbook covering the events and student life of LHS for the year. Desktop publishing aspects will be utilized to create and produce various print media, posters, flyers etc. throughout the school year. This course emphasizes writing style, technique, photo journalism, as well as production values and organization. **Work outside of class covering events is required.**

### **Journalism Production II**

**Credit: 1**

*Prerequisite: Media Communication and Visual Production and/or Journalism*

This is a multimedia production class. This course emphasizes writing style, technique, as well as production values and organization. Students will be introduced to the concepts of newsworthiness and journalism/broadcast responsibility; students will continue to build skills writing and editing stories, photojournalism and videography. Studio productions will be created for portfolio and web viewing both of LHS events and personal projects. A culmination of digital images, desktop publishing, animation, and web building software will be all utilized in this class.

# Career/Vocational

## Career Cluster: Marketing, Sales & Service

### **Clothing/Fashion Design I**

**Credit: ½ 1st Semester**

This is the first course in Clothing/ Textiles and Interior Design strand. It includes a study of the history of fashion, wardrobe planning, basic textile recognition, clothing selection, clothing design and designers, and clothing construction. Students will work on the sewing machine and hand sew/mend. Students will complete a basic clothing construction project. Students must PAY for their projects.

### **Clothing/Fashion Design II, III and IV**

**Credit: ½ 1st Semester**

This course is for those who have completed Clothing/Textiles I as well as Interior Design I. Students will devote class time to clothing and textile construction as they complete individual projects throughout the semester. Students are to be responsible for all project materials and costs. Students need to be self-motivated and devoted to the completion of projects.

### **Interior Design I**

**Credit: ½ 2nd Semester**

This class will be totally devoted to learning housing and interior design concepts. This course encourages the understanding of family home and housing needs. Physical and psychological needs of a family, history of housing, elements and principles of design as well as color will be taught. Students will learn to design interior environments, create and explore home and furnishing careers within the interior design field. Students will be responsible for all project materials and cost. Occupational and business skills will be taught and practiced.

### **Interior Design II, III, and IV**

**Credit: ½ 2nd Semester**

This course is for those who have completed Interior Design I. as well as Clothing/ Textiles I. Students will continue to use the Design Elements as they complete individual projects throughout the semester. Students are to be responsible for all project materials and costs. Students need to be self-motivated and devoted to the completion of projects.

## Career Cluster: Human Services

### **Child Development I**

**Credit: ½ 1st Semester**

This is the first course of the child development/child care occupational strands. It encourages an understanding of all aspects of children's physical, intellectual, emotional, social, and moral development. This course will explore parents and child, families, and parenthood. Pregnancy and Birth, Baby's First Year, The Child from One to Three.

### **Child Development II, III, and IV**

**Credit: ½**

This course is for those who have completed Child Development I and Child Care Occupational I courses of study. Students in these courses will continue their knowledge of Child Development as they complete individualized projects, activities and research related to a child's developmental stages. Students need to be self-motivated and devoted to the completion of projects.

### **Child Care Occupational I**

**Credit: ½ 2nd Semester**

This is the second course of the child development/child care occupational strand. It offers many opportunities for students to learn how to provide nurturing and care for children from birth through school age. The class will explore and create child care occupations such as daycare, babysitting, nanny, pre-school, and teacher. Real life business skills will be taught. Child labs and/or observations will be held to provide development of the child from birth to early childhood

**Child Care Occupational II, III, and IV****Credit: ½ 2<sup>nd</sup> Semester**

This course is for those who have completed Child Care Occupational I and Child Development I. courses of study. Students in these courses will continue their knowledge and skills of Child Development as they complete individualized projects, activities and research related to study of Child development. Students need to be self-motivated and devoted to the completion of projects.

**Career Cluster: Hospitality & Tourism****Nutrition of Child and Family I****Credit: ½ 1<sup>st</sup> Semester**

This is a class to complete the child development strand or begin the food service strand. It will apply good nutrition to physical health and wellness for children, teens and adults. Meal planning, time management, budgeting, and food customs will be taught. All with the emphasis on nutrition for a healthy body, making good food choices, kitchen safety and sanitization.

**Nutrition of Child and Family II, III, and IV****Credit: ½ 1<sup>st</sup> Semester**

These courses are for those students who have completed Nutrition of Child and Family I and Food Related Occupations I. Students will further their knowledge and skills in the areas of Careers in the Food Service Industry as well as culinary skills and terminology. Students will have opportunities to work on individual projects as well. Students need to be self-motivated and devoted to the completion of projects.

**Food-related Occupations I****Credit: ½ 2<sup>nd</sup> Semester**

This class will explore and practice careers in food service. It will focus on food and kitchen sanitation and safety of food/kitchen. Proper grooming will be stressed and followed. Occupations that will be explored are: catering, restaurant management, cake decorating, food customs, fast food work, dietary journalism, and food media. Real life business skills will be taught.

**Food-related Occupations II, III, and IV****Credit: ½ 2<sup>nd</sup> Semester**

These courses are for those students who have completed Food Related Occupations I. and Nutrition of Child and Family I. Students will further their knowledge and skills in the areas of in the Food Service Industry as well as culinary skills and terminology. Students will design their own Restaurant business as well as complete various individual projects. Students need to be self-motivated and devoted to the completion of projects.

# Career/Vocational

## Career Cluster: Architecture & Construction

### **Wood Technology**

**Credit: 1**

This course serves as an introduction to woodworking. The course covers areas such as wood carving, basic hand tools, power tools, power equipment, safety, and woodworking and construction techniques. Instructional approach is geared toward project development and construction which ranges from easy to difficult, depending on the students' ability. One way will be an engineering project that will use both CAD and CAM. Special requirements are safety glasses and furnishing wood for projects. There will be required projects. Students will fulfill all career vocational standards. Students may spend \$25.00 or more for projects during the course.

### **Wood Technology II**

**Credit: 1**

#### **Prerequisites: Wood Technology**

This course is designed primarily for the intermediate and/or advanced woodworkers. In this course the student will be allowed to develop skills in wood technology and engineering while working on special interest projects. One way will be an engineering project that will use both CAD and CAM. A special requirement is that the students furnish all materials for these personal projects. Students will fulfill all career vocational standards. Students may spend \$25.00 or more for projects during the course.

### **Wood Technology III, IV**

**Credit: 1**

#### **Prerequisite: Wood Technology II**

Advanced woodshop projects will be the emphasis with CAM embedded in the curriculum. Students may spend \$25.00 or more for projects during the course.

### **Construction Technology**

**Credit: 1**

Concurrent enrollment/Sheridan College/10-12 grade

This course will introduce students to the process involved in modern residential construction. The class will discuss the steps involved in preparing, designing, managing, building, and finishing the project. It will involve the use and maintenance of power tools. Special requirement is: all students will wear safety glasses. Students will fulfill all career vocational standards. Students may spend \$25.00 or more for projects during the course.

### **Advanced Construction Technology**

**Credit: 1**

Concurrent enrollment/Sheridan College/10-12 grade

Students will learn more advanced skills related to building construction. Students will be constructing a Tiny House on a portable structure. Students will learn about Green Technologies and modern trends in carpentry. The skills students learn from this class will be useful for the rest of their lives. This course provides a basic concept in proper building techniques and covers material uses and identification with strong emphasis on safety. Knowledge of the proper tools to use and how to care for them. Students will be required to wear safety glasses and safety toed boots. Students may spend \$25.00 or more for projects during the course.

### **Computer Aided Drafting I**

**Credit: 1**

This course is designed to introduce students to the basic drawing concepts and architectural design skills. Skills will be learned on AutoCAD 2019. Math skills include addition, subtraction, multiplication, division, fractions, decimals, percentages, and degrees. This course allows students to concurrently enroll at Northwest College and receive college credit for CAD I and Architecture I from NWC, and LHS credit. Students will meet all career vocational standards.

**Computer Aided Drafting II (Concurrent enrollment with Northwest College)****Credit: 1****Prerequisite: CAD I**

Advanced CAD is offered to students with an exceptional interest in a specific area of CAD and are self-motivated to pursue advanced skills. The class is self-paced. It will require all necessary computer skills to operate AutoCAD 2015, Solid Works and Archi CAD. Students will fulfill all career vocational standards.

**Computer Aided Drafting III****Credit: 1****Prerequisite: CAD II**

This course is designed for students that will pursue a career in computer aided drafting. It will require all necessary computer skills to operate AutoCAD 2015, Solid Works and Archi CAD. Students will create a large portfolio of all the skills obtained and instruct underclassmen. It will be self-paced. Students will fulfill all career/vocational standards.

**Computer Aided Manufacturing (CAM)****Credit: 1****Prerequisite: Computer Aided Drafting I**

This course is designed to introduce students to computer aided manufacturing skills including project design, tool paths, file management, and milling process. Skills will be using Auto CAD, Art CAM and Shop Bot software. The CNC machine is a 48x96 standard by Shop Bot. Math skills include addition, subtraction, multiplication, division, fractions, decimals, percentages and degrees. The program is self-paced to allow for individual ability levels. Students will meet all career/vocational standards.

**Career Cluster: Transportation, Distribution & Logistics****Robotics/Mechanics****Credit: 1****Prerequisite: Freshman/Sophomore**

This is an introductory course to develop and expand student knowledge of robots. Throughout this course we will be learning about the mechanics, electrical, and motors dealing with robots, pneumatics, and computer basics, how a robot functions and how to construct a robot. Rather than creating robots from scratch, robot kits will be used.

The mechanics portion will be a beginning mechanics course for 9<sup>th</sup> and 10<sup>th</sup> grade students only. Lawn mowers, tractors, tillers, power tools, and other small engines may be used. This class covers the basics of safety, hand tools, some power tools, precision measuring tools, shop equipment, and reference materials. The class will introduce the student to working attire and safety in the shop. The course will provide students with opportunities to troubleshoot and repair speed controls, lubrication, ignition, fuel, power transfer, cooling, exhaust, and starting systems. Students will use hand power and overhead tools and read and interpret service manuals and parts catalogs.

**Auto Mechanics I (Limit 10 students)****Credit: 1****Prerequisite: Robotics/Mechanics or be a sophomore, junior or senior**

This course covers such basics as safety, hand tools, power tools, precision measuring tools, shop equipment, and reference materials. The class will introduce students to aspects of the material used and proper dress and safety glasses. Preventative maintenance will be taught as well as wheel and tire maintenance. Career information will be addressed. Special requirements for this class are the following: 1) Some type of project to work on in class after permission is granted from the instructor. 2) A pair of coveralls to keep clothes clean. 3) Provide parts and materials to complete projects. 4) Wear safety glasses at all times in the shop. Students will be graded on assignments in the classroom, written tests, and work in the shop. Work ethics will also be considered.

**Auto Mechanics II** (Limit 10 students)**Credit: 1****Prerequisite: Auto Mechanics I**

This class will introduce students to different automotive systems and the service required. Students should have gained a basic knowledge of tools, materials, dress and safety prior to this class. They will be able to work on individual automotive projects in the shop. All aspects of Auto Mechanics I will be used in this class. Career information will be addressed. Special requirements for this class are the following: 1) Some type of project to work on in class after permission from the instructor. 2) A pair of coveralls to keep clothes clean. 3) Provide parts and materials to complete the projects. 4) Wear safety glasses at all times in the shop. Students will be graded on assignments in the classroom, written tests, and work in the shop. Work ethics will also be considered.

**Auto Mechanics III** (Limit 10 students)**Credit: 1****Prerequisite: Auto Mechanics I and II**

This class will be intended for students who have an understanding of Auto Mechanics I and II. Students will be able to use all the tools and apply their knowledge on individual projects and work in all shop areas. All aspects of the other classes will be applied. Students will be given information on auto electronics, transmissions, 4X4's, axles, steering, suspension, and various other drivability aspects of the auto or truck. Career information will be addressed. Special requirements for this class are the following: 1) Some type of project to work on in class after permission from the instructor. 2) A pair of coveralls to keep clothes clean. 3) Provide parts and materials to complete the projects. 4) Wear safety glasses at all times in the shop. Students will be graded on assignments in the classroom, written tests, and work in the shop. Work ethics will also be considered.

**Career Cluster: Manufacturing****Ag Welding I****Credit: 1**

This is an introductory course that will cover the basic processes and fundamental of cutting metal, Oxy-Acetylene and Shield Metal Arc welding, MIG welding, and several cutting processes. Welding career/theory, shop safety, and set-up and maintenance of equipment and tools will be covered thoroughly in this course. Students will be required to pass off weld joints for each discipline; and in addition, they will complete one required project. Each student will be required to wear safety glasses and have welding gloves. Coveralls are optional. All of the Wyoming Career/Vocational Standards and Common Core State Standards will be covered in this course. Students may spend \$25.00 or more for projects during the course.

**Ag Welding II****Credit: 1****Prerequisite: Welding I**

This is an intermediate level course that will cover the basic processes and fundamentals of cutting metal, brazing, and metal inert gas welding (MIG). Welding careers/theory, shop safety, and set-up and maintenance of equipment and tools will be covered thoroughly in this course. Students will be required to pass off weld joints for each discipline; and in addition, students will complete one required project. Each student will be required to wear safety glasses and have welding gloves. Coveralls are optional. All of the Wyoming Career/Vocational Standards Common Core State Standards will be covered in this course. Students may spend \$25.00 or more for projects during the course.

**Ag Welding III****Credit: 1****Prerequisite: Welding II**

This is an advanced level course that will cover the processes in designing, financing, manufacturing, and marketing welding type projects. Students will be involved in every step of production. Each student will complete two required projects each. In addition, students will be encouraged to develop project ideas

of their own. The students will learn the process and fundamentals of tungsten inert gas welding (TIG) and also work with the plasma cam to make projects. As with previous welding courses, safety, proper setup and maintenance of equipment will be covered. Each student will be required to wear safety glasses and have welding gloves. Coveralls are optional. All of the Wyoming Career/Vocational Standards Common Core State Standards will be covered in this course. Students may spend \$25.00 or more for projects during the course.

### **Ag Welding IV**

**Credit: 1**

#### **Prerequisite: Welding III**

This is an advanced level course that will cover the processes in designing, financing, manufacturing, and marketing welding type projects. Students will be involved in every step of production. Each student will complete one large project and experience peer teaching. Students will be encouraged to develop project ideas of their own. The students will learn the process and fundamentals of tungsten inert gas welding (TIG) and also work with the plasma cam to make projects. As with previous welding courses, safety, proper setup and maintenance of equipment will be covered. Each student will be required to wear safety glasses and have welding gloves. Coveralls are optional. All of the Wyoming Career/Vocational Standards Common Core State Standards will be covered in this course. Students may spend \$25.00 or more for projects during the course.

## **Advanced Career/Vocational Courses**

Advanced Agriculture  
Advanced Apparel and Furnishings  
Advanced Audio/Video and Film  
Advanced Foods/Nutrition  
Advanced Child Care  
Advanced Journalism and Broadcasting  
Advanced Mechanics and Repair  
Advanced Welding  
Advanced Woodshop

#### **Prerequisites:**

**Credit: 1**

- Students must have junior/senior status.
- After completing two vocational prerequisites in a specific vocational strand, students may enroll in an advanced vocational course under the instruction of a vocational teacher.
- Approval from the principal, vocational teacher and guidance counselor is needed to enroll in this course.
- Students will be responsible for finding a placement for this experience. Students must have the permission from parent(s)/guardian(s) and a designated school official to be able to leave the campus of LHS.
- The student will need to provide his/her own transportation to and from the work place.
- Students may enroll in no more than two advanced career/vocational courses.
- Placement must be related to vocational cluster.

Advanced placement courses enable students to explore topics related to this vocational career cluster. Advanced placement may serve as an opportunity for students to expand their expertise in a particular area, to explore a topic in greater detail, or to develop more advanced skills. These courses may include classroom activities as well as involving further study of the field or discussion regarding experiences the student encounters in the world of work.

## Dual & Concurrent Enrollment Courses

**Concurrent enrollment is defined as a course taught by an LHS teacher at LHS for both high school and college credit.**

**Dual enrollment is defined as a course taught by a college teacher at a college for college credit and accepted by LHS for high school credit. These courses will only be allowed with prior approval LHS Principal and Counselor.**

**Concurrent enrollment prerequisites:**

1. Seniors, juniors or have the permission from a high school official; and
2. Have permission from parent(s) or guardian(s) and a designated school official, and
3. Meet course entrance requirements and/or prior course work required before enrolling in a particular course.

Due to financial constraints, priority will be in this order: seniors, juniors, sophomores and freshmen.

Concurrent and dual enrollment courses are college-level classes offered which qualifies high school students to earn both high school and college credits. Lovell High School will apply the credits earned as “elective” credit toward a high school diploma. Concurrent and dual enrollment classes will be taken for a grade to be figured into high school GPA.

- The high school will pay 100% of the tuition.
- The high school is responsible for the cost of books and other fees associated with the course.
- Students must complete the work in the allotted time frame (one semester) of the college and Lovell High School.
- If the student does not complete the course work in the allotted time, the student will not be eligible for extracurricular activities. A student must have passed all of the necessary units of work for previous semester to allow him/her to practice or participate in an activity (LHS Student Handbook, page 20).
- If the student does not pass the class/es or with a “D” grade or higher or quits the class/es, he/she will not be allowed to enroll in another concurrent or dual enrollment class.
- All books and supplies are property of Lovell High School and must be returned at the end of the semester.
- If a student is caught cheating, he/she will be removed from the program.
- Students only have one week (5 school days) to drop a class. After that week, students will not be allowed to drop a class without receiving a withdraw/failing grade (W/F). The only exceptions will be extenuating circumstances decided upon by the principal. All changes must have the prior approval of parents and principal.

One credit hour classes will be transferred as 0 high school credit. Two credit hour classes will be transferred as .25 high school credit. Three to five credit hour classes will be transferred as .5 high school credit.

For all dual and concurrent enrollment classes: Students dropping/withdrawing or failing these classes can potentially put their ability to receive financial aid for college in jeopardy. Those students wanting to receive financial aid need to maintain a 2.0 cumulative GPA and complete 66% of their earned versus attempted coursework.

### Transcripts

Every dual and concurrent enrollment course will be recorded on an official college transcript as well as on your high school transcript. That transcript will follow you throughout your college career, so it is very important to take these courses seriously!

After high school, it is the student’s responsibility to request that an official college transcript be sent to whatever college he/she is attending. The credits will not automatically transfer.

The best time to do this is during the summer after you graduate high school.

Credits may or may not transfer depending on each institution’s policies. It is recommended that you check with the college you plan to attend before selecting your dual enrollment courses.

## Released Time/Tutoring/Credit Recovery

### **RELEASED TIME FOR STUDENTS (No credit)**

High school students may be released from school to work or to attend other organizational meetings outside of the school during school hours, provided the following conditions are met:

- The organization is recognized and approved by the Board or school administration.
- The student has written parental permission to attend.
- Employment or attendance at the meeting does not interfere with the student's regular schedule.

Determination by the school administration that employment or attendance at the meetings will in no way jeopardize the student's progress in school. The school shall not make any special scheduling changes or adjustments for the convenience of the organization involved.

The Board or administration shall discontinue granting released time if at any time it deems that continuance could be detrimental to school or the individual. A secondary student may be released for religious instruction if that student has no class scheduled at that time. Religious instruction will not count as a class, nor may students receive credit towards graduation for religious instruction.

### **RELEASE TIME FOR RELIGIOUS INSTRUCTION (No credit)**

The school system will permit students to be released from school each week consistent with law for religious instruction. Religious teachers will not be permitted to promote student participation by directly contacting students on school premises, or by involving students in the released time program to recruit their friends. All promotional activities for such instruction will be conducted away from the school premises.

A written request must be signed by parent or guardian before the student is released as per Code: JHCB-BH2-R. Teachers and principal are directed to remain neutral in this matter, neither encouraging nor discouraging student participation.

Parents may be notified by bulletin or newsletter that permission slips are available in each school office and will be issued upon request. After a parent permission slip has been received by the school, the student is expected to attend the released time classes, unless the parent rescinds the permission or approves an absence. Students attending the released time program will be excused by the classroom teacher at the scheduled time approved by the principal.

### **Tutoring**

**Credit ½ - Year**

The purpose of this class is to provide remediation of the standards set forth by the State. Classes will be geared toward increasing the probability of individual school success and continuation. The tutor will provide academic support for class requirements. Each student's classroom performance, grades and progress will be monitored. Individual reports will be provided to parents upon request.

Grading is Pass/Fail.

### **Credit Recovery**

Lovell High School uses a credit recovery program for students who have failed a class or failed to earn credit in a class due to attendance. Lovell High School provides the opportunity for students to recover credit for classes during summer school. Successfully completing appropriate BYU Credit Recovery courses ensures promotion to the next level and increases the likelihood of a timely graduation for your student.

## Ways LHS is Helping Your Teen be Successful in High School

**Lovell High School is working to** help ensure that all students meet challenging state academic standards. Lovell High School uses a school-wide approach as well as targeted assistance. The goal is that all students succeed in the regular academic program, learning skills and knowledge appropriate for their grade level, and improve mastery of basic and more advanced skills.

**Información  
disponible en  
español a  
pedido.**

### **Targeted Instruction**

All students have access to Targeted Instruction (TI). Mathematics, Science, English, Social Studies are the targeted core curricula that teachers focus on. Teachers work with students to provide a continuum of support for students ranging from remediation in basic skills to AP courses. TI increases the opportunities to provide timely, systematic, and direct support to all students. It also increases the opportunities to provide students unique academic experiences during the school day. This time provides both teachers and students' awareness of how they are performing in a particular course. Currently targeted instructions is done during a period when all students are scheduled into an elective class.

### **FLEX TIME**

FLEX Time is an opportunity for Lovell High School students to have support in a wide variety of ways. Like a homeroom concept, students are placed in small groups and have the same FLEX teacher all four years of high school. A benefit of this is that they feel they have at least one adult in the building who knows them well and can be their advocate. Flex Time provides increased opportunities for students to access teachers for support, as well as provides a time for enrichment activities. FLEX time may also be used for: homework, Character Counts lessons (bi-monthly), re-teaching/re-learning opportunities, reading/library access and extensions.

### **Lab Class**

To prepare our students for graduation and college/career readiness, it is of utmost importance that students are working at grade level in reading, writing and mathematics. To collect this data, we are monitoring their progress using multiple assessments: aimsweb Plus benchmark tests, common assessments, WY-TOPP tests and more. Identified students who are not at grade level as determined by these assessments are enrolled in a lab course for either math or literacy. This program is an opportunity for all students to review and strengthen skills that are being taught in core classes. The program does not focus on homework or classwork completion, but on actual classroom instruction and skill building. Students who have demonstrated adequate progress could be exited from lab courses at the end of each grading period or semester based on measured academic growth.

### **LHS Credit Recovery**

Lovell High School uses a credit recovery program for students who have failed a class or failed to earn credit in a class due to attendance. Lovell High School provides the opportunity for students to recover credit for classes during summer school. Successfully completing appropriate BYU Credit Recovery courses help with promotion to the next level and increases the likelihood of a timely graduation for your student.

### **Tutoring**

Tutoring provides students with the opportunity to get tutoring assistance from a certified teacher. Students learn how to work with other students and how to make use of the available resources (staff, library, working with other student, time and so on).

## Ways Parents can Help Teen be Succeed in High School

Parents play a vital role in helping teens succeed in school by being informed and lending a little support and guidance. Even though teens are seeking independence, parental involvement is an important ingredient for academic success.

Here are ways to keep your teen on track to succeed in high school.

1. Attend Back-to-School Night and Parent-Teacher Conferences
2. Visit the School and Its Website

*On the school website, you can find information about:*

- the school calendar
- contact information for school staff
- special events like dances and class trips
- testing dates
- current grades and missing assignments
- information and schedules for sports, clubs, and other extracurricular activities
- student resources

*Many teachers maintain their own websites that provide access to textbooks and other resources, and detail homework assignments, and test and quiz dates. Special resources for parents and students are also usually available on the district, school, or teacher websites.*

3. Support Homework Expectations
4. Send Your Teen to School Ready to Learn
5. Instill Organizational Skills
6. Offer Help with Studying
7. Know the Disciplinary and Policies
8. Get Involved
9. Take Attendance Seriously
10. Make Time to Talk About School
11. Sign up to be an observer in Canvas.

*Canvas is our Learning Management System. Parents can sign up for a free account in order to view the resources and activities posted in their child's courses that are available on Canvas. You can access our Canvas by using a browser on a computer, or by installing the Canvas Parent app on your mobile device.*

12. Check PowerSchool for up-to-date attendance, grades and teacher comments.

How will I be informed of my student's progress?

LHS provides "Parent-friendly" opportunities to meet with individually with staff to discuss student progress and concerns. This includes parents involved in decision-making regarding their child's educational program. (Parent -Teacher Conferences, Title I Meetings, IEP Meetings, Parent Community Advisory Committee Meetings, Progress Reports)

## Hathaway Approved Courses 2019-20

### Hathaway Subject Group: Career and Technical (CTE)

Nutrition of Child & Family III	Auto Mechanics 2
Nutrition of Child & Family IV	Auto Mechanics 3
Advanced Foods	Auto Mechanics
Principles of Nutrition	Advanced Mechanics and Repair
Construction Technology	Mechanics
Construction Technology II	Robotics/Mechanics
Construction Technology III	Computer Drafting
Advanced Woodshop	Computer Drafting IV
Wood Technology	Computer Drafting II
Wood Technology II	Computer Drafting III
Wood Technology III	Computer Aided Manufacturing (CAM)
Agriculture Business and Leadership	Robotics
Ag Welding	Introduction to Computer Science
Ag Welding II	Intro to Communications
Ag Welding III	Computers in Agriculture
Ag Welding IV	Advanced Audio/Video and Film
Advanced Agriculture	Visual Production I & II
Ag I	Visual Production II
Ag II	Media Communications
Ag IV	Journalism Production I
Ag III	Journalism Production II
Agriculture Equipment and Structures	Advanced Journalism and Broadcasting
Agriculture Production	Digital Imaging II
Horse Production I	Digital Imaging III
Equine Evaluation	Digital Imaging I
Intro to Soil Science	Photo 2650 Digital Imaging I
Advanced Apparel and Furnishings	Beginning Digital Photography
Adv. Textiles/Clothing	Graphic Design III
Advanced Child Care	Graphic Design I
Child Development	Graphic Design II
Advanced Child Development	Principles of Accounting I
Child Development II	Intro to Business
Child Development III	Introduction to Business
Child Development IV	Advanced Welding
Clothing/Fashion Design	Intro to Allied Hlth Pr
Clothing/Fashion Design II	Intro to Health Care & Service
Clothing/Fashion Design III	Nursing Assistant
Clothing/Fashion Design IV	Medical Terminology
Clothing/Textiles II	Introduction to Occupational Therapy
Clothing/Textiles III	Principles of Phlebotomy
Interior Design	Phlebotomy Practicum
Interior Design 2	Intro to Criminal Justice
Interior Design 3	Intro To Policing
Interior Design 4	Food Related Occupations
Human Development	Food Related Occupations II
Child Care/Occupational	Food Related Occupations III
Child Care Occupations 2	Food Related Occupations IV

Child Care Occupations 3
Child Care Occupations 4
EDEX 2482 Introduction to Special Education
Intro to Childhood Education

**Hathaway Subject Group: Foreign Language**

American Sign Language
First-Year ASL
Beginning Sign Language-SEE II
French II
Spanish I
Spanish II*
Second Year Spanish I
SPAN-1010 First Year Spanish I
SPAN-1010 First Year Spanish II
Advanced Spanish

**Hathaway Subject Group: Additional Math**

Math 1000 Problem Solving
College Algebra
Intermediate Algebra
College Algebra:NWC
Statistics (AP)
Business & Consumer Math
Calculus
Calculus2
Calculus I
Business Calculus
Pre-Algebra
Precalculus
Math 1405 Trigonometry

**Hathaway Subject Group: Science (Biology, Chemistry, Physics, Physical Science, Computer Science, Geology)**

Human Anatomy & Physiology
Biology I
Biology II
Principles of Biology*
Chemistry
Chemistry II
Geochem Cycles & Earth System
Geology
Community Science
Physical Science
Environmental Science with GIS

**Hathaway Subject Group: Additional Science**

Physics*
Agriculture Science

**Hathaway Subject Group: Social Studies**

Cultural Anthropology
Civics
U.S. History from 1865
Introduction to Archeology

Adv. Culinary Arts
Nutrition of Child & Family
Nutrition of Child & Family II

**Hathaway Subject Group: Fine Arts (FA)**

Choir
Choir II
Choir III
Choir IV
Band
Band
Band
Band
Guitar Ensemble
Introduction to Music
Music Performance
Music Performance II
Music Performance III
Music Performance IV
Art
Art II
Art III
Art IV
Swing Choir
Swing Choir II
Swing Choir III
Swing Choir IV

**Hathaway Subject Group: Algebra I (LMS)**

Algebra I
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**Hathaway Subject Group: Geometry (LMS)**

Geometry
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**Hathaway Subject Group: Algebra I**

Algebra I
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**Hathaway Subject Group: Algebra II**

Algebra II/Trig
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**Hathaway Subject Group: Geometry**

Geometry
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**Hathaway Subject Group: English (ELA)**

Interpersonal Relations
Intro to English Comp
English I
English II

Abnormal Psychology
Social Psychology
Intro to Philosophy
Sociological Principles
Wyoming History
American History
American & Wyoming Government*
World Geography
World History

English III
English IV
College-Prep English
Literature for Children