

# **McCall – Donnelly High School**

**Home of the Vandals**

## **Registration/Course Catalog**

**2021 – 2022**



# McCall-Donnelly High School

[www.mdsd.org](http://www.mdsd.org)

**Mission Statement:** “Developing Life-Long Learners Today”

**Our Vision:** Provide a safe environment which affords opportunities to:

- Explore, create and achieve
- Be challenged
- Become independent
- Develop a sense of community, stewardship, and belonging

## **We Believe...**

The McCall-Donnelly School District believes public education provides a learning environment that is challenging, authentic, and current.

504 Programs:

Kim Arrasmith, 401 North Mission St McCall, ID 83638 (208) 634-2218

Response to Intervention (RTI):

Timothy Thomas, 401 North Mission St McCall, ID 83638 (208) 634-2218

Special Education:

Phil Schoensee, 124 Idaho Street McCall, ID 83638 (208) 634-3686

## **DISCRIMINATION**

**Federal Law prohibits discrimination the basis of race, color, national origin, gender, religion, age, disability, political beliefs, sexual orientation or marital or family status in any educational programs or activities receiving federal financial assistance. (Title VI and VIII of the Civil Rights Act of 1964; Title IX of the educational Amendments of 1972; Section 504 of the Rehabilitation Act of 1973, and the Americans with Disabilities Act of 1990.)**

**It is the policy of the McCall-Donnelly School District not to discriminate in any educational programs or activities or in employment practices. Inquiries regarding compliance with this nondiscriminatory policy may be directed to Superintendent, Glen Szymoniak 120 Idaho St. McCall, ID 83638, 208-634-2161.**

# McCall-Donnelly

## Attendance Highlights

**Please be sure to read your student's handbook for detailed information.**

### **TARDY and Consequences for Excessive Tardiness**

A tardy is defined as being late for any reason up to fifteen (15) minutes to class. Any student that arrives to class after the first fifteen (15) minutes of class will be recorded as absent.

### **ATTENDANCE POLICY**

A student may miss no more than six (6) class periods of a given class each semester. On the seventh (7th) absence the student shall lose academic credit for that class period. Exceptions to this policy are school related and extraordinary absences as defined in policy.

### **Notes/Phone Verification of Absences**

Students who are absent from school are required to have telephone or written verification from the parent or guardian within 48 hours after returning to school. The note should give the student's name, reason for the absence, the date(s) missed, and signed by the parent/guardian. Failure to verify the student's absence shall result in an unexcused absence and truancy. MDHS has an "**Attendance Hotline**" (634-2218) that parents may use at any time to excuse their student's absence.

### **Late Arrivals**

Any late arrival to school at the start of the school day or following lunch will require students to check into the office for an admit slip.

### **How to Check-Out Properly**

When students are dismissed during the school day, their absence falls under the attendance policy. It is strongly suggested that parents come to school and personally sign out their child for an emergency dismissal. Students will be released only to their legal parent/guardian. **Students must check out, with permission at the main office, before leaving campus. Students that do not return after lunch must have their parent or guardian verify the absence by 4:00 PM that day.** Failure to do so is considered truancy.

#### **To check out properly a student must:**

1. Go to the office and request to sign out, with permission, on the check-out sheet.
2. Present a note signed by your parent/guardian giving you permission to leave campus at a pre-determined time.
3. **Or:** Call your parent/guardian and have them speak with the attendance secretary or principal giving you permission to leave.
4. **Or:** Talk with a building administrator for permission.
5. Students that do not return to school after lunch must have signed out with permission before lunch or have their parent/guardian call the school before 4:00 PM that day.

Failure to follow this procedure will result in a Truancy/Unexcused absence.

# McCall-Donnelly High School Clubs

## **Art Club**

Cynthia Dittmer

## **Book Club**

Stephanie Sorensen

## **Business Professionals of America (BPA)**

Shelly Chamberlain

## **Chess Club**

Bill Borg

## **Drama Club**

Audrey Swanson

## **Family, Career, and Community Leadership of America**

Kristine Maxwell

## **Environmental/Garden Club**

Melissa Coriell

## **Health Occupations Students of America (HOSA)**

Sheri Class

## **Humanitarian Club**

Michelle Harris

## **Music Clubs**

Graham Pinard

## **National Honor Society (NHS)**

Patty Hallett

## **Quiz Bowl**

## **Associated Student Body Government (ASB)**

Kylie Christensen

## **Technology Students of America (TSA)**

# McCall-Donnelly High School Sports

Athletic Program	Practice Begins
Cheerleading	August 9, 2021
Cross Country	August 9, 2021
Football	August 9, 2021
Boys Soccer	August 9, 2021
Girls Soccer	August 9, 2021
Volleyball	August 9, 2021
Girls Basketball	November 1, 2021
Boys Basketball	November 11, 2021
Wrestling	November 15, 2021
Baseball	February 25, 2021
Track & Field	February 25, 2021
Softball	February 25, 2021
Golf	February 28, 2021

- All Athletic forms can be found on the Athletics Forms page, <https://www.mdsd.org/Page/204>.
- Physical and Interim Forms should be turned in prior to the 1<sup>st</sup> practice
- All 9<sup>th</sup>, 11<sup>th</sup>, or first-time participants need a new Physical form for that school year.
- All 10<sup>th</sup> and 12<sup>th</sup> grade students need the Interim Form.
- All 9<sup>th</sup> grade, first-time participants, or new MDHS students need the Eligibility Verification/Waiver of Insurance/Emergency Authorization Form and the Concussion Form.
- ASB fees need to be paid to MDHS prior to the 1<sup>st</sup> competition.
- Any 10-12<sup>th</sup> grade student who is transferring to MDHS needs to contact the Athletic Director to get the correct transfer paperwork. All Transfer students must be approved by the IHSAA before they can compete in a competition.
- Students must maintain a 2.0 GPA and have no 'F's to participate in sports.

MDHS Athletic Director: Conor Kennedy

Resources: NCAA Eligibility Center, NAIA Eligibility Center

# Bell Schedules

<h2 style="text-align: center;">Regular Bell</h2> <p>1<sup>st</sup> Period: 8:00 am – 9:30 am          2<sup>nd</sup> Period: 9:35 am – 11:05 am          Lunch: 11:05 am – 11:40 am          3<sup>rd</sup> Period: 11:45 am – 1:15 pm          4<sup>th</sup> Period: 1:20 pm – 2:50 pm</p>	<h2 style="text-align: center;">Morning Assembly</h2> <p>1<sup>st</sup> Period: 8:00 - 8:50 am          Assembly: 8:55 - 10:10 am          2<sup>nd</sup> Period: 10:15 - 11:05 am          Lunch: 11:05 – 11:40          3<sup>rd</sup> Period: 11:45 - 1:15 pm          4<sup>th</sup> Period: 1:20 - 2:50 pm</p>
<h2 style="text-align: center;">Final Exam Schedule</h2>	
<h3>First Day</h3> <p>Pre-final tutorial: 8:00am - 8:45am  <b>1<sup>st</sup> Period Final:</b> <b>8:50am - 10:50am</b>          Lunch: 10:50am - 11:45am  <b>3<sup>rd</sup> Period Final:</b> <b>11:50am -1:50pm</b>          Test Make Up: 1:50pm - 2:50pm</p> <h3>Second Day</h3> <p>Pre-final tutorial: 8:00am - 8:45am  <b>1<sup>st</sup> Period Final:</b> <b>8:50am - 10:50am</b>          Lunch: 10:50am - 11:45am  <b>3<sup>rd</sup> Period Final:</b> <b>11:50am - 1:50pm</b>          Test Make-Up: 1:50pm - 2:50pm</p>	<h3>Third Day</h3> <p>Pre-final tutorial: 8:00am - 8:45am  <b>2<sup>nd</sup> Period Final:</b> <b>8:50am - 10:50am</b>          Lunch: 10:50am - 11:45am  <b>4<sup>th</sup> Period Final:</b> <b>11:50am -1:50pm</b>          Test Make Up: 1:50pm - 2:50pm</p> <h3>Fourth Day</h3> <p>Pre-final tutorial: 8:00am - 8:45am  <b>2<sup>nd</sup> Period Final:</b> <b>8:50am - 10:50am</b>          Lunch: 10:50am - 11:45am  <b>4<sup>th</sup> Period Final:</b> <b>11:50am - 1:50pm</b>          Test Make-Up: 1:50pm - 2:50pm</p>
<h2 style="text-align: center;">Early Release</h2> <p style="text-align: center;">8:00 – 9:00          9:05 – 10:05          10:10 – 11:10          Lunch - 11:10 – 12:00          12:00 – 1:00</p> <h2 style="text-align: center;">Late Arrival</h2> <p style="text-align: center;">10:00 – 11:00          11:05 – 12:05          Lunch - 12:05 – 12:45          12:45 – 1:45          1:50 – 2:50</p>	<h2 style="text-align: center;">Homecoming</h2> <p style="text-align: center;">1<sup>st</sup> - 8:00 – 8:30          2<sup>nd</sup> - 8:35 – 9:05          3<sup>rd</sup> - 9:10 – 9:40          4<sup>th</sup> - 9:45 – 10:15</p> <p style="text-align: center;">Assembly: 10:25 – 11:15          Lunch: 11:15 – 11:45          PowderPuff Football: 11:50 – 12:30          Decorate Floats: 12:30 – 1:30          Parade: 1:40</p>

# Fees

Fees are subject to change

<u>ASB Card</u>	<u>Family Pass</u>	<u>Yearbook</u>
\$30.00	\$100.00	\$55.00

# MDHS

## Graduation Requirements

Content Area	<b>MDHS GRADUATION REQUIREMENTS</b>
<b>Core of Instruction</b>	40 credits (minimum)
<b>Electives</b>	14 credits (minimum)
<b>Total Credits</b>	54 credits (minimum)
Language Arts (10 credits)	8 - English 1 - Speech 1 - Reading
Mathematics (8 credits)	2 - Algebra 2 - Geometry 4 - Math electives
Science (6 credits)	2 - Physical Science 2 - Biology 2 - Science Elective
Social Studies (9 credits)	2 - World History 2 - US History I 2 - US History II 2 - Government 1 - Economics
Humanities (2 credits)	1 - Art Foundations 1 - Humanities
Health (1 credit)	
Physical Education (2 credits)	1 - 9 <sup>th</sup> grade PE (Minimum) 1 - PE elective
Computer Education (1 credit)	
Senior Project (1 credit)	
Postsecondary Readiness Plan	4-Year Learning Plan at end of 8 <sup>th</sup> grade – updated each year
Advanced Opportunities	13 AP/Dual Credit courses 9 Career-Technical courses
College Entrance Exam	Take either the ACT, SAT or COMPASS exam <b>By the end of grade 11</b>
ISAT/SBAC	ISAT/SBAC Proficient
Middle School	Must take Pre-Algebra before entering 9 <sup>th</sup> Grade



# Year-by-Year Instructional Program

<p style="text-align: center;"><b><u>9<sup>th</sup> Grade</u></b></p> <ol style="list-style-type: none"> <li>1. Math</li> <li>2. English [English I]</li> <li>3. Science [Physical Science]</li> <li>4. Social Studies [World History]</li> <li>5. Business Computer Applications/ PE 9</li> <li>6. Art Foundations</li> <li>7. Elective</li> <li>8. Elective</li> </ol> <p style="text-align: center;">Required Enrollment of 8 Courses</p>	<p style="text-align: center;"><b><u>10<sup>th</sup> Grade</u></b></p> <ol style="list-style-type: none"> <li>1. Math</li> <li>2. English [English II]</li> <li>3. Science [Biology]</li> <li>4. Social Studies [US History I]</li> <li>5. Health / Reading</li> <li>6. Elective</li> <li>7. Elective</li> <li>8. Elective</li> </ol> <p style="text-align: center;">Required Enrollment of 8 Courses</p>
<p style="text-align: center;"><b><u>11<sup>th</sup> Grade</u></b></p> <ol style="list-style-type: none"> <li>1. Math</li> <li>2. English</li> <li>3. Science</li> <li>4. Social Studies [US History II]</li> <li>5. Speech / Humanities</li> <li>6. Elective</li> <li>7. Elective</li> <li>8. Elective</li> </ol> <p style="text-align: center;">Required Enrollment of 8 Courses</p>	<p style="text-align: center;"><b><u>12<sup>th</sup> Grade</u></b></p> <ol style="list-style-type: none"> <li>1. Math</li> <li>2. English</li> <li>3. Social Studies [Government]</li> <li>4. Economics / Senior Project</li> <li>5. Elective</li> <li>6. Elective</li> <li>7.</li> </ol> <p style="text-align: center;">Required Enrollment of 6 Courses 3 courses each day</p>

An Elective can be an academic or Career-Technical class.

# Idaho Public College & University

## Admission Requirements

### **English (8 credits)**

Composition, Literature, or courses which integrate components of Composition, Literature, and Language.

### **Math (6 credits)**

A minimum of six (6) credits, including Applied Math I or Algebra I; Geometry or Applied Math II or III; and Algebra II. A total of eight (8) credits are strongly recommended. Other courses may include: Probability, Discrete Math, Analytic Geometry, Calculus, Statistics, and Trigonometry. Four (4) of the required mathematics credits must be taken in the 10th, 11th, and 12th grades.

NOTE: Courses not identified by traditional titles, e.g., Algebra I or Geometry, may be used as long as they contain all of the critical components (higher math functions) prescribed by the State Mathematic Achievement Standards.

### **Social Science (5 credits)**

American Government (state and local), Geography, U.S. History, World History, Economics (Consumer Economics if it includes components recommended by the State Department of Education), Psychology and Sociology. Natural Science 6 credits Anatomy, Biology, Chemistry, Earth Science, Geology, Physiology, Physics, Physical Science, and Zoology. A maximum of two (2) credits may be derived from Career-Technical science courses and/or Applied Biology or Applied Chemistry as jointly approved by the State Department of Education and the State Division of Career-Technical Education. Ecology will count if it includes components recommended by the State Department of Education or the State Division of Career-Technical Education. At least two (2) credits must involve laboratory science experience.

NOTE: A laboratory science course is defined as one in which at least one (1) class period per week is devoted to providing students with the opportunity to manipulate equipment, materials, or specimens; to develop skills in observation and analysis; and to discover, demonstrate, illustrate, or test scientific principles or concepts.

### **Humanities/Foreign Language (2 credits)**

Literature, History, Philosophy, Fine Arts (if the course includes components recommended Foreign Language by the State Department of Education, i.e., theory, history appreciation and evaluation), and interdisciplinary humanities (related study of two or more of the traditional humanities disciplines). History courses beyond those required for state high school graduation may be counted.

NOTE: Foreign language is strongly recommended. Native American Languages may meet the foreign language credit requirement.

### **Other College Preparation (3 credits)**

Speech or Debate (no more than one (1) credit). Debate must be taught by a certified teacher. Studio/Performing Arts (Art, Dance, Drama and Music). Foreign Language (beyond any foreign language credit applied in the Humanities/Foreign Language category).

State Division of Career-Technical Education-approved classes (no more than two (2) credits in this category) in Agricultural Science and Technology; Business and Office Education; Health Occupations Education; Family and Consumer Sciences Education; Occupational Family and Consumer Sciences Education; Technology Education; Marketing Education; Trade, Industrial, and Technical Education; and Individualized Occupational Training.

# McCall Donnelly High School

## Dual Credit Program

Dual credit is a program that allows students to enroll in college courses for credit prior to high school graduation. College credits earned through dual credit can be applied toward high school and college graduation and can be transferred to other colleges or universities.

Dual credit eases the transition to college by giving students firsthand exposure to college-level work while earning high school and college credit simultaneously. Dual Credit also provides a wider range of course options for high school students. Through this program, dual credit students can accumulate up to a full year's worth of credits prior to entering college that will help them graduate from college early or on time.

State guidelines dictate course fees. Courses taught on the McCall-Donnelly campus or online are charged \$75.00 per credit. The credit charge is subject to change when adopted by the UI board of Regents. High school students taking dual credit courses are not eligible for federal financial aid. University of Idaho credits will transfer to another Idaho college or university, but they may transfer as elective credits rather than course for course credits. Students should always check with the college / university they wish to attend to discuss transfer credits. Students must request an official UI transcript to be sent to their transfer college. There are fees for each official transcript and each unofficial copy.

The University of Idaho is a research II, land grant institution committed to undergraduate and graduate research education with extension services responsive to Idaho and the region's business and community needs.

### Higher Education in Idaho

#### Tuition & Fees for 9-month school year

Boise Bible College	\$12,920
Boise State University	\$8,068
BYU – Idaho	\$4,208 LDS; \$8,506 Non-LDS
College of Idaho	\$31,755
College of Southern Idaho (2 year)	\$4,560
College of Western Idaho	\$4,336
College of Eastern Idaho (2 year)	\$4,126
Idaho State University	\$7,872
Lewis – Clark State College	\$6,982
North Idaho College	\$4,960
Northwest Nazarene University	\$31,050
University of Idaho	\$8,304

# University of Idaho Dual Credit Course Sequence/Options

McCall-Donnelly High School	University of Idaho	U of I Registration	Grade	Credits
<b>English</b>				
AP Language & Composition	English 101 Writing and Rhetoric I	2 <sup>nd</sup> Semester	11	3
AP Literature & Composition	English 175 Literature & Ideas	1 <sup>st</sup> Semester	12	3
<b>Social Studies</b>				
AP United States History	History 111 Intro to US History I	1 <sup>st</sup> Semester	11	3
AP United States History	History 112 Intro to US History II	2 <sup>nd</sup> Semester	11	3
<b>Mathematics</b>				
Pre-Calculus	Math 143 College Algebra	1 <sup>st</sup> Semester	11 or 12	3
Pre-Calculus	Math 144 Analytic Trigonometry	2 <sup>nd</sup> Semester	11 or 12	1
AP Calculus	Math 170 Calculus I	2 <sup>nd</sup> Semester	11 or 12	4
<b>Science</b>				
Chemistry	Chemistry 101 and Chemistry 101L Intro to Chemistry w/Lab	2 <sup>nd</sup> Semester	11 or 12	4
Biology I	Biology 102 Biology and Society	1 <sup>st</sup> Semester	10	3
<b>Psychology</b>				
Psychology/Psychology II	Psychology 101 Intro to Psychology	1 <sup>st</sup> Semester	11 or 12	3
<b>Art</b>				
Advanced Art	Art III Drawing 1	2 <sup>nd</sup> Semester	11 or 12	2
<b>Theatre</b>				
Drama II	Theatre 101	2 <sup>nd</sup> Semester	11 or 12	3
<b>Total Potential Credits:</b>				<b>35</b>

# College of Western Idaho

## Dual Credit

### Sequence/Options

McCall-Donnelly High School	College of Western Idaho	Semester of CWI Registration	Grade Level	Credits
Speech	Communications 101	1 <sup>st</sup> Semester 2 <sup>nd</sup> Semester	11 <sup>th</sup>	3
Total Potential Credits:				<b>3</b>

# Advanced Placement University of Idaho Dual Credit Pre-Requisites

Students must have Teacher recommendation or satisfy 2 of the 3 following criteria:

- A) GPA 3.0 or above in core classes
- B) PSAT (meet CollegeBoard AP Potential) or ISAT scores-Advanced level
- C) Previous Course 1<sup>st</sup> semester End of Course Assessment grade of A or B

To sign up for University of Idaho credit you must meet the enrollment requirements of the University of Idaho:

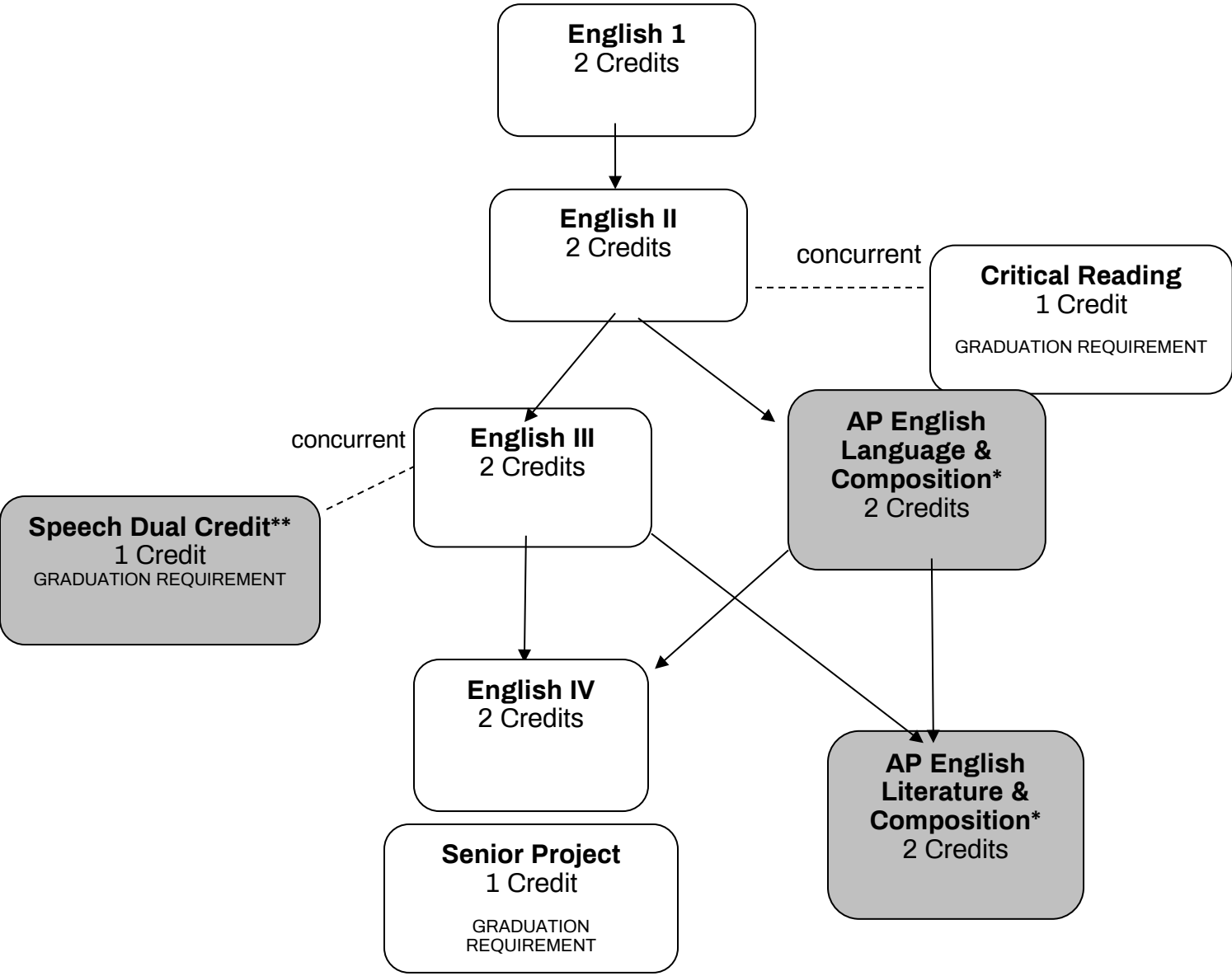
<u>High School GPA</u>		<u>ACT Composite</u>		<u>SAT Verbal+Math</u>	<u>PSAT</u>
3.00-4.00	And	Any test score	Or	Any test score	Any test score
2.60-2.99	And	15-36	Or	790-1600	79-160
2.50-2.59	And	17-36	Or	870-1600	87-160
2.40-2.49	And	19-36	Or	930-1600	93-160
2.30-2.39	And	21-36	Or	1000-1600	100-160
2.20-2.29	And	23-36	Or	1070-1600	107-160

## **Advanced Placement (with no Dual Credit)**

College placement and/or credit MAY be earned by passing the AP Exam depending on the college attending and the score. Score requirements vary from school to school.

# English / Reading / Speech

10 Credits Required



\*Dual credit available through University of Idaho  
\*\*Dual credit available through College of Western Idaho

## **Critical Reading**

### **1 Credit/Semester Class**

Critical Reading is a sophomore required secondary reading course. The course provides instruction in comprehension, vocabulary, study skills, critical reading, and recreational reading. The course utilizes a variety of reading selections in different subject areas.

## **English I**

### **2 Credits/Yearlong Class**

English I is a required course for all ninth graders. It focuses on the integration of three themes: grammar, writing, reading strategies, and literature. The parts of speech, sentence structure and the steps in the writing process are introduced, reviewed and practiced. The literary elements are introduced, reviewed, practiced and applied to short stories, novels, drama, poetry and non-fiction. The literary works are used as models for different types of student writing.

## **English II**

### **2 Credits/Yearlong Class**

English II focuses on the integration of literature and writing instruction. Students study paragraph structure and types, the parts of speech, and sentence structure. They incorporate all of this into their writing and their responses to the literature. They practice expository, two-part, and particularly persuasive essays. The instructors review literary elements and apply them to short stories, drama, novels, and poetry – including selections from world literature like the South African play *Master Harold... and the boys* and the American classic novel *To Kill a Mockingbird*. This course is required for high school graduation.

## **English III**

### **2 Credits/Yearlong Class**

English III is offered for students in Grade 11. The focus is on writing clear, concise sentences, meaningful paragraphs, and in-depth essays. Students will practice narrative writing and emphasize argumentation and rhetorical analysis. The course will culminate in a research paper, which will prepare students for the work required in Senior Project. Students can also expect vocabulary work and remediation of basic writing problems. Students should leave the course as skilled writers, prepared to write well in English IV and in college freshman composition courses. In addition, students will read, discuss, and study the literature of the United States.

OR

## **AP English Language & Composition**

### **Dual Credit Available/Weighted Grade Scale**

### **2 Credits/Yearlong Class**

AP Language and Composition is a year-long course for juniors. It satisfies both the writing and American literature requirements for MDHS graduation. Students enrolled in the class will be required to do extensive reading outside the classroom, including selected readings over the summer prior to the class. Readings will include classic works of American Literature, including fiction and nonfiction, and the works of modern American writers, most specifically nonfiction. Novels include *The Scarlet Letter*, *The Adventures of Huckleberry Finn*, *The Great Gatsby*, and *Fahrenheit 451*. Emphasis is placed on close reading and determining the rhetorical strategies an author uses to convey his tone and purpose. Students will write constantly about what they have read, with an emphasis on developing style and voice in their own writing. In addition, students will learn the basics of research writing, culminating in a research paper of their own. Over the course of the year, students will practice the three types of essay appearing on the AP exam: rhetorical analysis, argument, and synthesis. Students who do well in the course will be strongly encouraged to take the AP Language and Composition test given in May. This course is open to all students who have strong writing skills, a desire to improve those skills, and a tenacious attitude about learning.



## English IV

## 2 Credits/Yearlong Class

English IV builds upon the skills taught in the other three years of English courses. The course moves away from grammar and vocabulary instruction and focuses on teaching these skills through writing exercises and reading literature. Centered on conceptual topics (e.g. the existential crisis), the readings are chosen to enhance the discussions and writing assignments. This class can be taken as dual-credit through the University of Idaho – English 175: Introduction to Literary Genres. The literary genres include fiction (such as *The Things They Carried*, *The Kite Runner*, and many short stories), drama (such as *Fences* and *Death of a Salesman*), and poetry from many time periods and various English-speaking cultures. The majority of the writing assignments are “close readings” of passages in literature that encourage students to look closely at the language and techniques of the writers they are reading.

## AP English Literature & Composition

### Dual Credit Available/Weighted Grade Scale

### 2 Credits/Yearlong Class

The year-long class will focus on understanding the writing process, as well as analysis, interpretation, synthesis, and evaluation of literary works. The course will be based on literary studies, which will include novels, dramas, essays, and poetry. Works to be read will be classical and modern European, South American, African, and American Literature. Required summer reading: one novel and one paper. Students will be encouraged to take the AP English Literature test.

## Speech Dual Credit

### Dual Credit Available

### 1 Credit/Semester Class


Eleventh grade Speech begins with students developing a general understanding of speech vocabulary and incorporating this knowledge as they progress through several different types of speeches. This course is designed to develop the skills to become an effective communicator. Content includes communication process, listening skills, group communication, storytelling, and public speaking.

Students complete an Impromptu, Pantomime, Oral Interpretation, and an Informative Speech during the first eight weeks. Following a brief unit on media literacy (focus on advertising) students complete two Persuasive Speeches (totaling 175 points) and in the last unit of the semester, begin engaging in organized debate. The final in speech is a debate in which working with a partner, students challenge another team. The debates are graded by the teacher and judged, using a scorecard, by a panel of two adults (teacher / community members) and one student.

## Senior Project

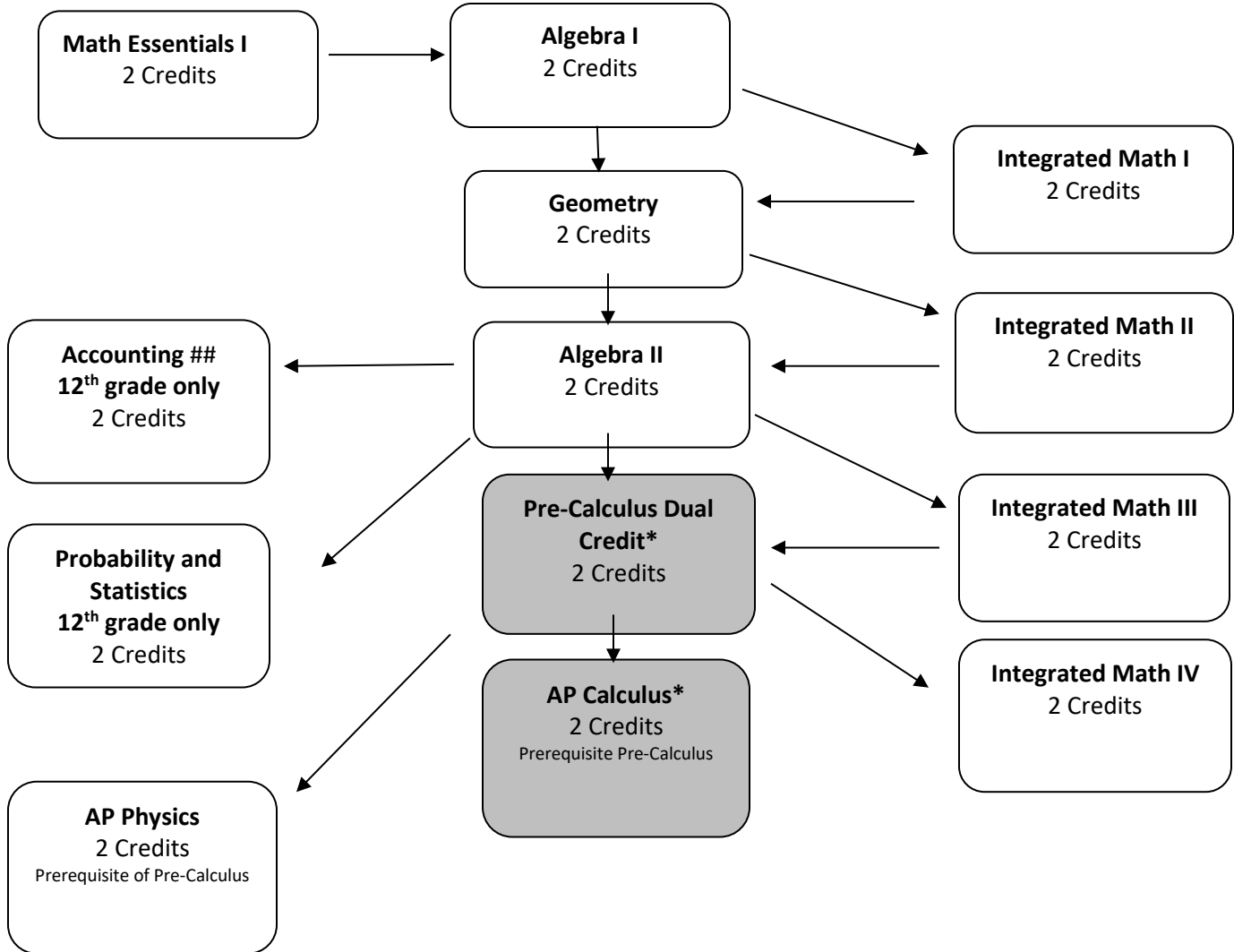
### 1 Credit/Semester Class

Senior Project is a graduation requirement that gives seniors an opportunity to demonstrate the knowledge and the maturity they have achieved during their high school career. Seniors choose an area of study, combine different disciplines, satisfy their curiosity, and utilize their talents in a productive manner. The project gives them the chance to make their high school experience a meaningful one. There are four parts to the Senior Project: the project itself, an extensive research essay, a portfolio of the student's work, and a 30-minute presentation to the community demonstrating the student's project and learning. Seniors also connect the project to their community in a meaningful way.

Classes marked with  are a graduation requirement.

# Mathematics

## 8 Credits Required



### All math placement by teacher recommendation

Student enrollment hinges on demonstrating proficiency on the mathematics diagnostic readiness test. The diagnostic readiness test identifies specific topics and skills needed by the student for success in the mathematics at the next level. Students can only attempt and retake the test once.

## Prerequisite of Business Comp Apps I and II and must be in 12<sup>th</sup> grade to count as a math credit.

\* Dual credit available through University of Idaho

## **Accounting**

## **2 Credits/Yearlong Class**

Students will learn the basics of the accounting functions related to service businesses and merchandising businesses. Students will learn to create and record payroll, how to complete the end-of-fiscal period procedures, and how to create financial statements. Students will learn basic depreciation methods, the common practices related to inventory, and accounting concepts related to notes and interest. To complete assignments, students will use written methods, computerized spreadsheets, and computerized software. Students should come prepared every day with your book, a pencil, & workbook.

## **Algebra I**

## **2 Credits/Yearlong Class**

This course is designed to prepare the student for further study in mathematics, and to reinforce logical thinking. The course covers the mathematics properties, linear equations and inequalities, polynomials, factoring, functions and graphs, square roots, quadratic functions, and exponential functions. Students will be required to take notes and use given examples to apply to new problems. Special emphasis will be placed on application (word) problems and linear equations. Students should expect daily homework assignments and frequent assessments.

## **Algebra II**

## **2 Credits/Yearlong Class**

This course is designed to develop proficiency with math skills, expand upon the concepts presented in Algebra I, and improve logical thinking. Topics covered include linear relations and functions (graphing on the coordinate plane), systems of equations and inequalities, polynomials (factoring) and polynomial functions, quadratic, exponential, logarithmic and trigonometric functions. Emphasis will be placed on applications problems, and investigations using the graphing calculator.

## **AP Calculus AB**

### **Dual Credit Available/Weighted Grade Scale**

## **2 Credits/Yearlong Class**

This course is a rigorous mathematical preparation for the College Board Calculus AB Exam and considered equivalent to Calculus I at the college level. Topics covered include limits and their properties, differentiation techniques, applications of differentiation, integration techniques, applications of integration, and differentiation and integration of logarithmic, exponential and other transcendental functions. Particular attention is paid to solving real world problems.

## **AP Physics**

## **2 Credits/Yearlong Class**

In this course, students will learn about the physical laws of nature, which govern the world around us. Physics is the most basic of the sciences. Without it, the student's general understanding of science is incomplete. This course will conceptually introduce topics such as motion, forces, momentum, energy, gravity, projectile and satellite motion, sound, electricity, magnetism and light. Concepts will be reinforced through both thought and physical experiments. This course is very laboratory-driven, so attendance and participation cannot be under emphasized. Application of these concepts to mathematical problems will complement the conceptual component of this course and drive home the mathematical nature of Physics. (Physics can be applied to math or science credits for graduation requirements.)

## **Geometry**

## **2 Credits/Yearlong Class**

This course is an involved, intense study of points, lines, and planes in space. The format of geometry involves the use of direct proof of derived theorems. A strong mathematical background in Algebra I is a pre-requisite. Topics studied include distance, rays and angles, triangles, parallels and transversals, polygons, ratios and proportions, square root, circles, area, linear equations, graphing, mappings, and basic geometric construction. This college prep course is designed for the sophomore, but exceptionally qualified freshmen may enter geometry with recommendation from an instructor.

## **Integrated Math I, II, III, IV**

**2 Credits per year/Yearlong Class**

Integrated Math courses emphasize the teaching of mathematics as problem solving, communication, and reasoning, and emphasize the connections among mathematical topics and between mathematics and other disciplines. The sequence of Integrated Math parallels the traditional Algebra I, Geometry, Algebra II and Pre-Calculus sequence of courses, and covers the following topics: algebra, functions, geometry from both a synthetic and an algebraic perspective, trigonometry, statistics and probability, the conceptual underpinnings of calculus, and mathematical structure.

## **Math Essentials I**

**2 Credits per year/Yearlong Class**

Math Essentials is a course designed to meet the need of students whose math skills are below the level they need to succeed in a high school math class. The course includes assessment of skills through Easy CBM (Curriculum Based Measurements) and direct instruction. Topics include operations with fractions, decimals, and integers, percentages, ratio and proportion, solving algebraic equations, linear equations, rates of change, probability and statistics.

## **Pre-Calculus Dual Credit Dual Credit Available**

**2 Credits/Yearlong Class**

Pre-Calculus is a continuation of the math preparation for college-bound students. Topics covered are equations, complex numbers, functions, inequalities, circles, logarithms, trigonometry, sequences, and limits. The primary purpose of Pre-Calculus is to improve skills and competency in algebra so that students will be successful in calculus, and other advanced math courses. Emphasis will be placed on applications problems, and investigations using the graphing calculator.


## **Probability and Statistics**

**2 Credits/Yearlong Class**

This course provides an enrichment of algebra and geometry skills and techniques through probability and statistics. A broad range of applications will be emphasized including business, sports, health, political science, travel, and the environment. Data analysis will be emphasized.

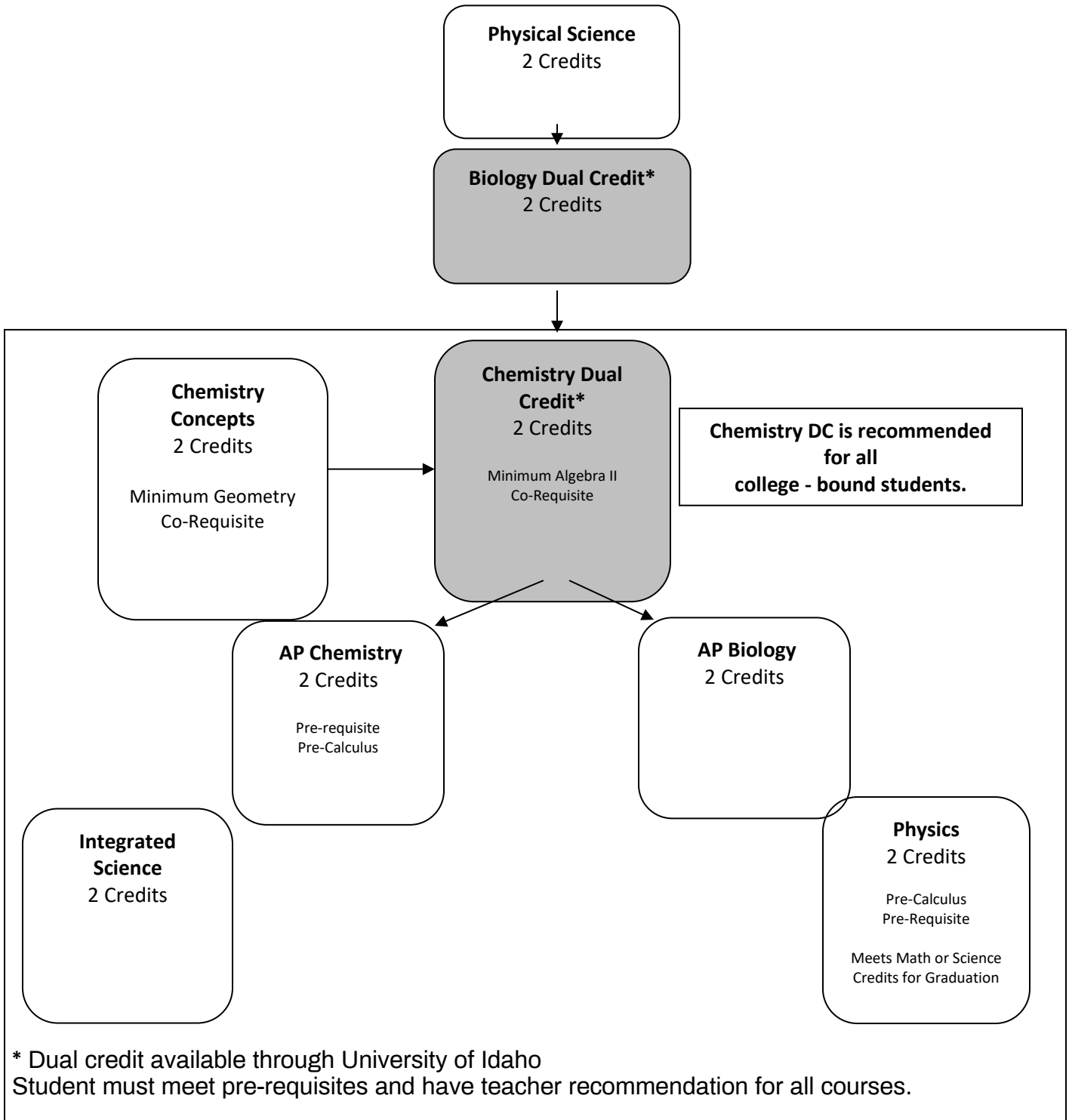
4 Credits of Algebra and Geometry standards plus 4 additional credits of math are required for graduation.

(2 credits must be taken in the last year of high school)

Classes marked with  are a graduation requirement.

# Science

## 6 Credits Required



## **Anatomy and Physiology for Health Occupations**

### **Career-Technical/Dual Credit Available**

**2 Credits/Yearlong Class**

A course designed to help students master the structural and functional elements and relationships of the human body as they pertain to health professions.

## **AP Biology**

### **Weighted Grade Scale**

**2 Credits/Yearlong Class**

The AP Biology course is designed to enable you to develop advanced inquiry and reasoning skills, such as designing a plan for collecting data, analyzing data, applying mathematical routines, and connecting concepts in and across domains. The result will be readiness for the study of advanced topics in subsequent college courses—a goal of every AP course. This AP Biology course is equivalent to a two-semester college introductory biology course and has been endorsed enthusiastically by higher education officials.

### **The Emphasis on Science Practices**

A practice is a way to coordinate knowledge and skills to accomplish a goal or task. The science practices enable you to establish lines of evidence and use them to develop and refine testable explanations and predictions of natural phenomena. Because content, inquiry, and reasoning are equally important in AP Biology, each learning objective combines content with inquiry and reasoning skills described in the science practices.

The science practices capture important aspects of the work that scientists engage in, at the level of competence expected of you, an AP Biology student.

The key concepts and related content that define the revised AP Biology course and exam are organized around a few underlying principles called the big ideas, which encompass the core scientific principles, theories and processes governing living organisms and biological systems.

#### **Big Idea 1: Evolution**

The process of evolution drives the diversity and unity of life.

#### **Big Idea 2: Cellular Processes: Energy and Communication**

Biological systems utilize free energy and molecular building blocks to grow, to reproduce, and to maintain dynamic homeostasis.

#### **Big Idea 3: Genetics and Information Transfer**

Living systems store, retrieve, transmit, and respond to information essential to life processes.

#### **Big Idea 4: Interactions**

Biological systems interact, and these systems and their interactions possess complex properties.

## **AP Chemistry**

### **Weighted Grade Scale**

**2 Credits/Yearlong Class**

In this course, students should attain an in-depth understanding of topics such as the structure of matter, kinetic theory of gases, chemical equilibria, chemical kinetics, electrochemistry and thermodynamics. This course differs both qualitatively and quantitatively, from its prerequisite course, Dual Credit Chemistry. It differs with respect to the level of textbook used, the topics covered, the depth of coverage, the emphasis on chemical behavior quantification, mathematical expression of fundamental laws governing reactions, and the level of laboratory investigation and analysis. A lab fee is not necessary for this course, but equipment replacement costs may occur.

## **Biology I**

### **Dual Credit Available**

### **2 Credits/Yearlong Class**

This course is designed to prepare students for further studies in science and will provide a fundamental understanding of Biology and its practical applications. Biology 1 is a required course for all students. University of Idaho dual enrollment credit is available. Please see the instructor for details. Students will have the option to enroll in the University of Idaho's Biology 102 course during the Spring Semester. Those students that enroll in Biology I without enrolling in the UI Dual Credit course will not receive college credit for the course. The Biology Dual Credit option at McCall-Donnelly High School is a class that corresponds with the Biology 102 course, Biology and Society that is offered at the University of Idaho. Students are presented the same curriculum and take the same exams that university students take. Biology 102 takes the most important areas of biology organizing them into four core areas: evolution and ecology; cells; genes; and animal & plant systems. The goals of the course are to create a better understanding of biology, relate the core content to students' lives, clarify the process of science and demonstrate how evolution is the overarching theme of biology. Students will start with the big picture of evolutionary processes and ecological systems. Evolution is set at the beginning of the course but will be revisited in every unit thereafter. Students will then dive into the smallest unit of life, the cell, and explore cellular structures, functions and processes. In the third unit students will study DNA and how genetics impacts their lives. The final unit describes the interface between form and function in plants and animals. Through these four units, you will make important connections between biology and how it applies to your own life. Students in McCall, Idaho have a unique opportunity to learn "hands-on" about many of the natural processes around them.

## **Chemistry Dual Credit**

### **Dual Credit Available**

### **2 Credits/Yearlong Class**

In this course, students will learn about matter, what it is made of, its structure, how it behaves, how it interacts, and the changes it undergoes. This course is HIGHLY quantitative. Students should expect mathematical application of the concepts more than 80% of the time. This course is designed to prepare students for further studies in science and will provide a fundamental understanding of chemistry and its practical applications. A lab fee is not necessary for this course, but equipment replacement costs may occur. University of Idaho dual enrollment credit is available. Please see the instructor for details. Co-requisite: Algebra II or instructor permission.

## **Chemistry Concepts**

### **2 Credits/Yearlong Class**

In this course, students will learn the fundamental concepts of chemistry including what matter is, how it is conserved, how it is structured, how it behaves, and the changes it undergoes. Although quantification is an inherent part of Chemistry, this course will largely focus on conceptual understanding and the student's ability to recognize and analyze relationships between products and reactants. A lab fee is not necessary for this course, but equipment replacement costs may occur. Co-requisite: Geometry.

## **Integrated Science**

### **2 Credits/Yearlong Class**

The specific content of Integrated Science courses varies, but they draw upon the principles of several scientific specialties—earth science, physical science, biology, chemistry, and physics—and organize the material around thematic units. Common themes covered include systems, models, energy, patterns, change, and constancy. These courses use appropriate aspects from each specialty to investigate applications of the theme.

## Physical Science

### 2 Credits/Yearlong Class

This course is offered to 9th graders and has a strong math/science focus. The first semester is pre physics and the second semester is pre-chemistry. Physical Science builds the foundation for future science classes. This course is activity-oriented. From the laboratory activities students learn to make accurate observations and draw reasonable conclusions. The scientific method is emphasized and students write appropriate lab reports. Outside-of-class projects are required and include building a simple machine, building a rollercoaster, a boat project (buoyancy project), and an acid-base indicator project.

## Physics

### 2 Credits/Yearlong Class

Students explore principles of Newtonian mechanics (including rotational motion); work, energy, and power; mechanical waves and sound; and introductory, simple circuits. The course is based on six Big Ideas, which encompass core scientific principles, theories, and processes that cut across traditional boundaries and provide a broad way of thinking about the physical world. The following are

### Big Ideas

Objects and systems have properties such as mass and charge. Systems may have internal structure.

Fields existing in space can be used to explain interactions.

The interactions of an object with other objects can be described by forces.

Interactions between systems can result in changes in those systems.

Changes that occur as a result of interactions are constrained by conservation laws.

Waves can transfer energy and momentum from one location to another without the permanent transfer of mass and serve as a mathematical model for the description of other phenomena.

(AP Physics can be applied to math or science credits for graduation requirements.)

### **What is the difference between AP Biology and Biology Dual-Credit?**

AP Biology corresponds with *Intro to Biology for biology majors* (credits vary depending on the college but usually counts for 4-6 credits). Nearly all state colleges and universities will accept these credit transfers. Private university policies may vary depending on the school.

Biology Dual-Credit is available for those students taking Biology 1. It corresponds to *Intro to Biology for non-biology majors (3 credits)*.

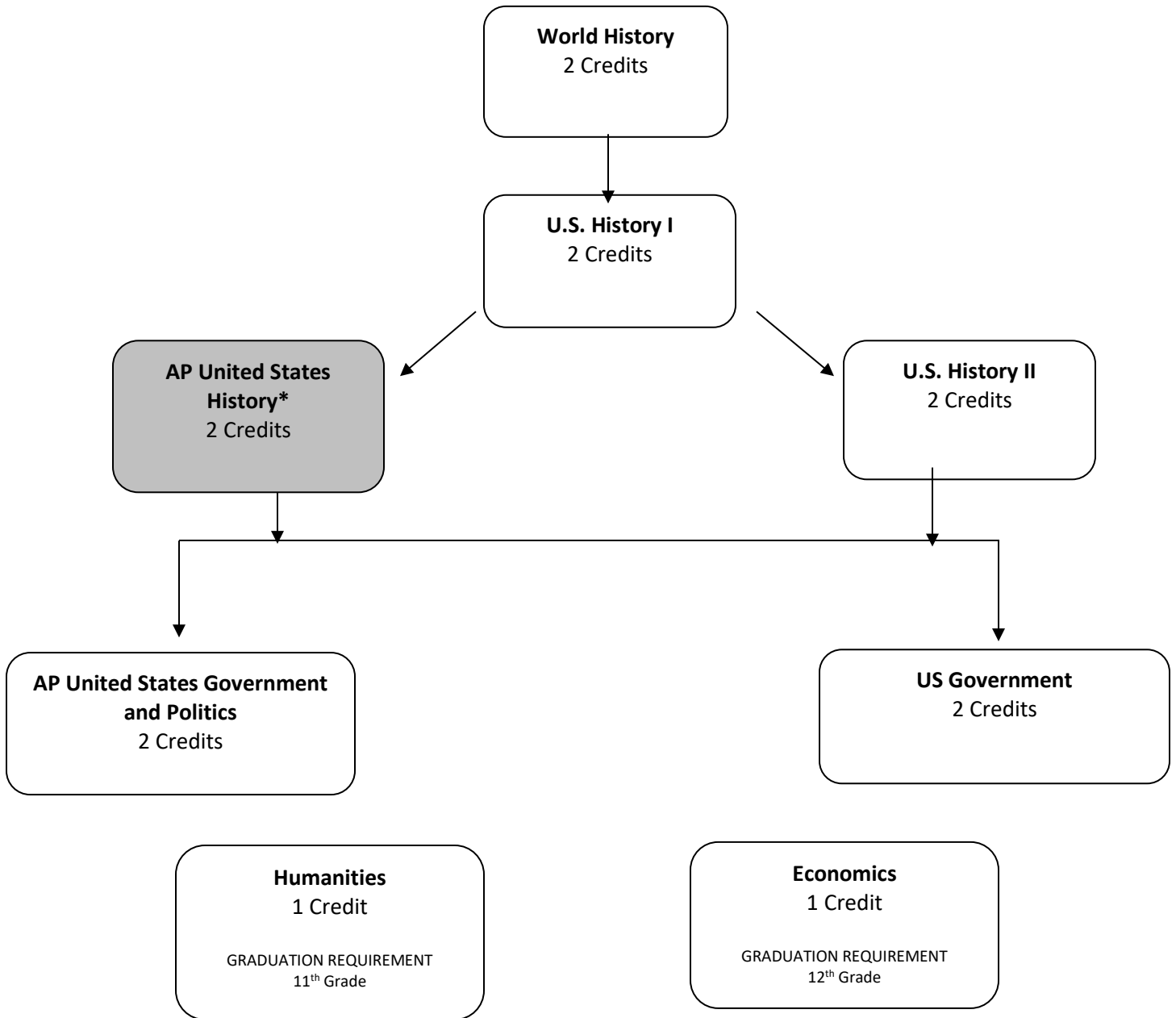
Classes marked with  are a graduation requirement.

Physical Science and Biology plus 2 additional science credits are required for graduation.



# Social Studies

## 11 Credits Required



\* Dual credit available through University of Idaho

## **Economics**

This class will cover every aspect of high school economics. We will start with basic economic terms and concepts, then move on to choices of individuals and the effects they have on the market. Then we will move on to business and the aspects of which the government controls, and end with the world economy and international trade and the global problems facing economics. This is not considered a college prep course. It is required for graduation and meets the state requirements for graduation. In class the students will be participating in group projects, test/quizzes, and will be expected to complete homework assignments. This is not a lab class, but there will be a number of projects for the students to complete.

### **1 Credit/Semester Class**

## **United States Government**

The course deals with the political process and the workings of government in America at the local, state, and national levels. Special attention is paid to the Bill of Rights. The students will determine their political points of view and participate in a variety of simulations: elections, special interest campaigns, legislative sessions, city/county planning meetings, Supreme Court cases. They will need to support arguments both orally and in written form. A general knowledge of current events is also required. In compliance with Idaho State Code, all seniors will take and pass the citizenship test as part of their graduation requirements.

### **2 Credits/Yearlong Class**

Or

## **AP United States Government and Politics**

### **Weighted Grade Scale**

Advanced Placement: The MDHS course in Advanced Placement United States Government and Politics gives students an analytical perspective on government and politics in the United States. This course includes both the study of general concepts used to interpret U.S. politics and the analysis of specific examples. It also requires familiarity with the various institutions, groups, beliefs, and ideas that constitute U.S. politics. Students become acquainted with the variety of theoretical perspectives and explanations for various behaviors and outcomes. This course is to prepare students to take and pass the Advanced Placement United States Government and Politics College Board Examination. In compliance with Idaho State Code, all seniors will take and pass the citizenship test as part of their graduation requirements.

### **2 Credits/Yearlong Class**

## **Humanities**

Humanities enhances the prior historical knowledge that students have gained in their previous history classes and focuses on current world issues regarding global poverty, ethnic conflicts, conflicts in the Middle East, and international peace keeping. This course is part of the Humanities high school graduation requirement. Students are required to keep notebooks and classroom portfolios and to participate in a variety of project lessons to demonstrate their understanding of key concepts. Emphasis is given to student participation and intellectual bravery.

### **1 Credit/Semester Class**

## **Art Foundations**

Art Foundations is an exploration and celebration of Visual Art. After an introduction to the general study of Humanities, we learn the language of visual art and design through 7 Basic Art Elements: color, value, line, texture, shape, form and space. We compare visual art language to the descriptive languages of other Humanities disciplines through incorporation of creative movement, music and poetry. Students engage creativity with exposure to diverse styles, subject matter and technique in a variety of media including painting, drawing, ceramics and sculpture. Emphasis is placed on problem solving through production, appreciation and analysis of art which encourages students to think creatively and critically, to reason, and to ask questions. Some written work and quizzes required. Art Foundations completes the Humanities graduation requirement.

### **1 Credit/Semester Class**

## **United States History I**

**2 Credits/Yearlong Class**

The course is a survey of the American exploration period until the Civil War. It is an in-depth study of this period of time. It is designed to give a historical background to the students. It reestablishes the names of some of the people and their ideas concerning the democratic principles in the past and explores reasons why and how they have changed or remained the same. Coursework includes projects, research and presentation skills, note taking as well as critical thinking, reading and writing.

## **United States History II**

**2 Credits/Yearlong Class**

The course is a survey of the American Reconstruction to the present. General concepts as well as specific persons and groups, political, social and economic topics are analyzed. Skills including chronological reasoning, comparing context, interpretation and synthesis as well as crafting arguments will be employed as coursework includes examination of primary sources, projects, research and presentation skills, note taking as well as critical reading and writing.

## **AP United States History**

**Dual Credit Available/Weighted Grade Scale**


**2 Credits/Yearlong Class**

AP US History is a College Board approved curriculum covering pre-Columbian America through the modern era. There is an emphasis on written analysis of political, economic and social aspects of the American experience. Multiple types of primary source material will be analyzed. This course is to prepare students to take and pass the Advanced Placement United States History College Board Examination and (optionally) earn Dual Credit.

## **World History**

**2 Credits/Yearlong Class**

This class will survey a wide range of historical events. The course will begin with the Neolithic Revolution and end in modern times and current world events. Students will examine technological and environmental transformations, the organization and reorganization of societies, regional and trans-regional interactions and globalization. Skills including chronological reasoning, comparing context, interpretation and synthesis as well as crafting arguments will be employed as course work includes examination of primary sources, projects, research and presentation skills, note taking as well as critical reading and writing. Both Common Core State Standards and current Idaho State Standards will be included in this year-long survey course.

Classes marked with  are a graduation requirement.

# 2020-2021 MDHS Electives

Class	Prerequisites	Semester Offered
<b>Physical Education/ Health</b>		
9 <sup>th</sup> Grade PE	None	1 <sup>st</sup> and/or 2 <sup>nd</sup>
Orientation to Health*	None	Yearlong Course
Progressive Weight Training	None	1 <sup>st</sup> and/or 2 <sup>nd</sup>
Yoga	10 <sup>th</sup> Grade +	1 <sup>st</sup> and/or 2 <sup>nd</sup>
<b>Art</b>		
Art Foundations	None	1 <sup>st</sup> or 2 <sup>nd</sup>
Ceramics and World Crafts	Art Foundations	2 <sup>nd</sup>
Sculpture	Art Foundations	1 <sup>st</sup>
Painting and Drawing I	Art Foundations	1 <sup>st</sup> or 2 <sup>nd</sup>
Painting and Drawing II	Art Foundations and Painting and Drawing I	1 <sup>st</sup> or 2 <sup>nd</sup>
Advanced Art*	Instructor Approval, 4+ Art credits (Including Painting and Drawing I and II)	Yearlong Course
<b>Business Technology Courses</b>		
Business Comp Apps I	None	1 <sup>st</sup> or 2 <sup>nd</sup>
Business Comp Apps II	Business Comp Apps I	1 <sup>st</sup> or 2 <sup>nd</sup>
Business Comp Apps III	Business Comp Apps I and II	1 <sup>st</sup> or 2 <sup>nd</sup>
Accounting*	Business Comp Apps II	Yearlong Course
Desktop Publishing (Yearbook)	Business Comp Apps II	Yearlong Course
Photography	None	1 <sup>st</sup> or 2 <sup>nd</sup>
Computer Science I, II, III	Taken in sequence	Yearlong Courses
<b>Drama</b>		
Drama I	None	Yearlong
Drama II*	Drama I	Yearlong
<b>Engineering Technology Education</b>		
Fund. of Technology I	None	1 <sup>st</sup> or 2 <sup>nd</sup>
Fund. of Technology II	Fund. Of Tech I	1 <sup>st</sup> or 2 <sup>nd</sup>
Construction Tech. I & II	Fund of Tech I	Yearlong Course
Computer Aided Design (CAD)*	Fund of Tech I	Yearlong Course
<b>Family and Consumer Sciences</b>		
Teen Living	9 <sup>th</sup> and 10 <sup>th</sup> grade only	Yearlong
Nutrition and Foods*	Teen Living	1 <sup>st</sup> or 2 <sup>nd</sup>
Food Management*	Teen Living (11 <sup>th</sup> and 12 <sup>th</sup> Grade only)	Yearlong
Psychology I	(11 <sup>th</sup> and 12 <sup>th</sup> Grade only)	1 <sup>st</sup> Semester
Psychology II *	Psychology I	2 <sup>nd</sup> Semester

\* Dual Credit or Career-Technical Credit available

(continued next page)

# 2020-2021 MDHS Electives

## (continued)

Class	Prerequisites	Semester Offered
<b>Foreign Language</b>		
Spanish I	None	Yearlong Course
Spanish II	Spanish I	Yearlong Course
Spanish III	Spanish II	Yearlong Course
Spanish IV	Spanish IV	Yearlong Course
<b>Health Professions</b>		
Medical Terminology	Orientation to Health Prof.	Semester
Emergency Medical Responder	Orientation to Health Prof.	Yearlong Course
<b>Music</b>		
Concert Band	None	Yearlong Course
Percussion	None	Yearlong Course
Concert Choir	None	Yearlong Course
Orchestra	None	Yearlong Course
Guitar	None	Yearlong Course

# Physical Education & Health

**2 PE Credits Required & 1 Health Credit Required**

**Physical Education  
A-grade 9  
1 Credit**

9<sup>th</sup> grade only

**One semester required**  
See units covered below

**Physical Education  
B- grade 9  
1 Credit**

**Health  
1 Credit**

GRADUATION REQUIREMENT

**OR**

**Orientation to  
Health Professions  
2 Credits**

**Yoga  
1 Credit**

**Progressive  
Weight Training  
1 Credit**

10<sup>th</sup>, 11<sup>th</sup> or 12<sup>th</sup> grade

- Progressive Weight Training may be taken more than one semester for elective credit

## Units covered in PE, by semester:

Running, drills, core strength, weights, speed training, walking

<b>9<sup>th</sup> PE A 1 Credit</b>	<b>9<sup>th</sup> PE B 1 Credit</b>
<b>Semester One Units</b>	<b>Semester Two Units</b>
Fitness Testing	Quadrathlon
Kayaking	Badminton
Football	Volleyball
Ultimate	Winter Activities
Speedminton	Pickle Ball
Golf	Hockey
Lacrosse	Bowling
Soccer	Self Defense
Weight Training	Tennis
Basketball	Softball/Rugby
Handball	Fitness Testing
Speedaway	Finals
Finals	

## **Physical Education**

### **2 Credits/Yearlong Class**

This course is designed to present students with the principles and practices of using exercise to promote health and fitness in a safe and positive atmosphere which promotes sportsmanship and healthy relationships. Students will be introduced to safe and effective exercise, focusing on proper technique, progression, and selection. The development of skills specific to the delivery of these activities to groups or individuals will also be a priority.

## **Progressive Weight Training**

### **1 Credit/Semester Class**

PWT is designed for all student levels and is focused on the philosophy of 'healthier body, healthier mind'. Students of all ability levels are meshed into a class that will begin with activity preparation through stretching and warming up through light running. Lifting techniques will be emphasized with small groups as lifting team partners. Both muscular and cardio-vascular structure activities will be utilized. Gym activities will be utilized throughout the semester. The class is also offered to enhance athletic strength and conditioning as well as self-esteem improvement. Students will understand the three areas of focus when building a strong and healthy body.

33.3% Workout

33.3% Nutrition

33.3% Rest

## **Yoga Class**

### **1 Credit/Semester Class**

This course is designed to introduce students safely to the basic postures, breathing techniques, and relaxation methods of yoga. Through regular practice yoga students will develop flexibility, core strength, improved posture and balance as well as cardiovascular fitness. Yoga also supports stress reduction and improves concentration. Through daily journaling students will use self-reflection as a tool for personal growth and general well-being.

## **Health**

### **1 Credit/Semester Class**

Focusing on the development of skills and strategies essential for health and well-being., the curriculum addresses adolescent risk behaviors. Lifelong habits are formed during the teen years, so prevention education is emphasized.

#### **List of Skills Practiced:**


- CPR (certification available)
- Calculating body mass index
- Reading food labels
- Decision Making
- Role Playing
- Goal setting
- Refusal skills
- Yoga for stress relief and physical fitness
- Cancer prevention (breast & testicular self-exam techniques)
- Reducing the risk of pregnancy, STIs and HIV (evidence-based prevention program for teens)
- Accessing health information and community resources

**Or**

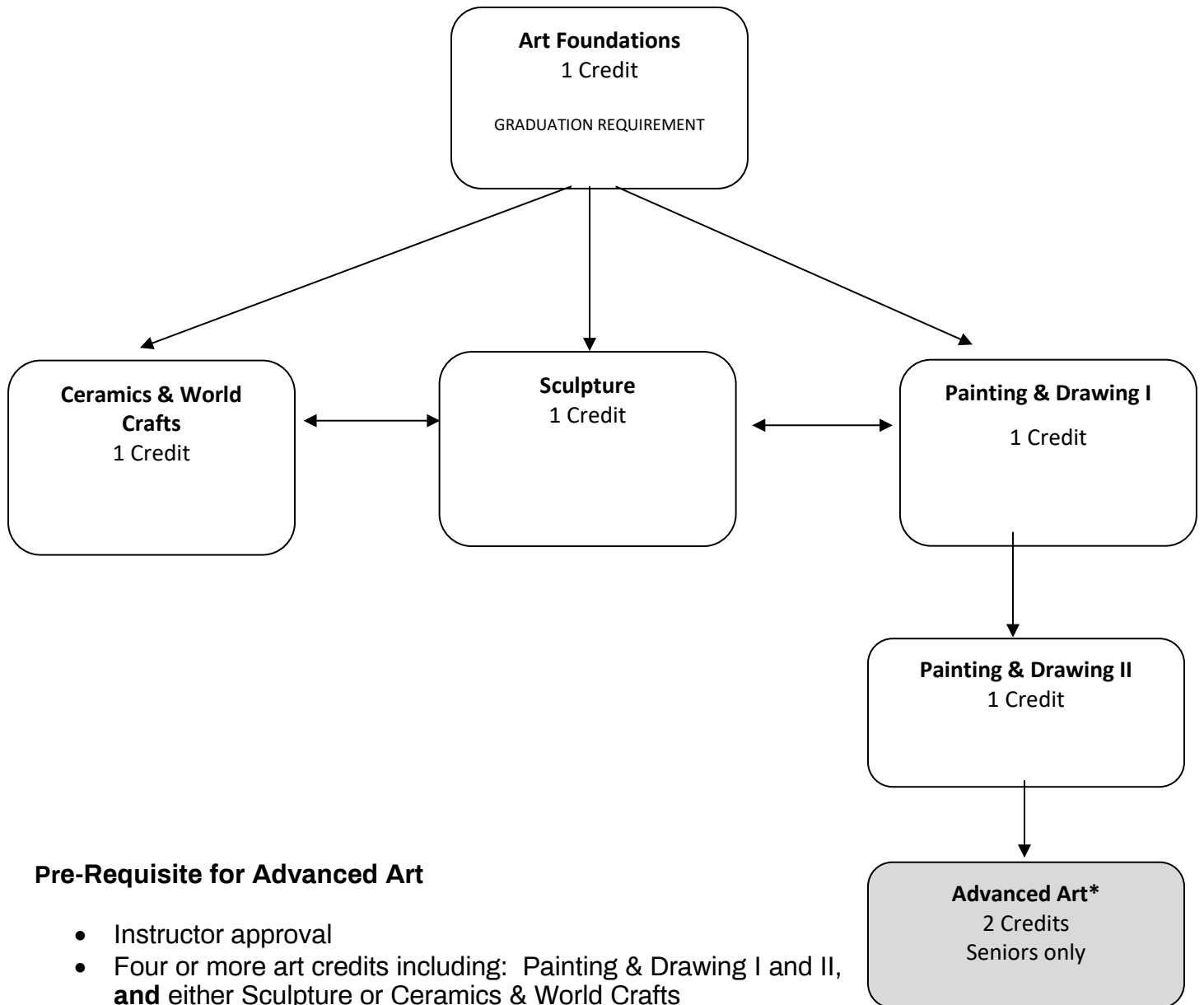
## **Orientation to Health Professions**

### **2 Credits/Yearlong Class**

An exploratory course that provides the student initial exposure and acquisition of knowledge, skills and attitudes associated with a broad range of occupations relating to careers in health including job requirements and tasks performed. This course will assist students in making informed decisions regarding their future academic and occupational goals in the health care field.

Classes marked with  are a graduation requirement.

# Art



## Pre-Requisite for Advanced Art

- Instructor approval
- Four or more art credits including: Painting & Drawing I and II, **and** either Sculpture or Ceramics & World Crafts

\* Dual credit available through University of Idaho



## **Advanced Studio Art**

### **Dual Credit Available U of I**

### **2 Credits/Yearlong Class**

(Seniors only. A's in all Pre-Requisites: Art Foundations, Drawing and Painting I and II, and either Sculpture or World Craft/Ceramics. Instructor Approval Required.)

This class offers experienced art students directed study and independent studio opportunity. Special emphasis is on perceptual drawing skills, expanding visual literacy, building a portfolio, personal problem solving, aesthetic questioning and broadening individual skill and creativity. Students are expected to reflect on their work to identify strengths and limitations to direct further goals. Through methods, creative expression and critiques, students refine their drawing ability, increase problem solving ability, and learn about expressive communication.

Advanced Art is a class for serious and self-motivated students wishing to further their art experience with focus on, but not limited to, drawing and painting. Homework is required. Sketchbooks required for a variety of observational and conceptual drawing, painting and writing exercises. Students must earn A's in previous art classes. Instructor approval required before signing up.

## **Art Foundations**

### **1 Credit/Semester Class**

Art Foundations is an exploration and celebration of Visual Art. After an introduction to the general study of Humanities, we learn the language of visual art and design through 7 Basic Art Elements: color, value, line, texture, shape, form and space. Students engage creativity with exposure to diverse styles, subject matter and technique in a variety of media including painting, drawing, ceramics and sculpture. Emphasis is placed on production, appreciation and analysis of art. This encourages students to think creatively and critically, to reason, and to ask questions. Some written work and quizzes required. Art Foundations completes the Humanities graduation requirement.

## **Ceramics and World Crafts**

### **1 Credit/Semester Class**

This unique class explores multicultural aesthetics through traditional and contemporary craft forms with particular emphasis on hand-built and wheel-thrown ceramics. Projects each focus on a different medium, have a functional purpose and apply basic art elements and design principles. Historical overview of relevant craft forms, aesthetics and vocabulary are incorporated to enhance meaning and build visual literacy. Explorations include: Batik/textile art, Japanese tea bowls/tea ceremony, glass fusing, wheel thrown vessels, paper and print making, bookbinding and mosaics.

## **Painting and Drawing I**

### **1 Credit/Semester Class**

In Painting and Drawing I we build visual literacy by improving technical and compositional skill. Fundamental, observational practice ('Realism') helps to prepare students for greater personal expression as they move through Drawing and Painting II and Advanced Art. We examine various styles and subject matter with historical works ranging from Representational to Post-Impressionistic. Students gain visual language skill which they apply verbally and through writing. Media: pencil, collage, charcoal, oil pastel, ink, watercolor and acrylic on canvas. A portfolio is kept in the art room for creative and observational exercises. Students look forward to outdoor landscape drawing and gallery field trips as a part of this class.

## **Painting and Drawing II**


### **1 Credit/Semester Class**

With a focus on more contemporary art movements, this expressive class is designed for serious art students wishing to further their experience, knowledge, and skill in drawing and painting. Students understand and apply 5 main Western aesthetic philosophies that help guide artists work. Emphasis is placed on creative thinking and personal expression through visual problem solving. Examples focus primarily on Modern and Contemporary art. Formal critique method is used to analyze and discuss class work. Students are expected to thoughtfully question and discuss their own art and the creations of others.

## **Sculpture**

## **1 Credit/Semester Class**

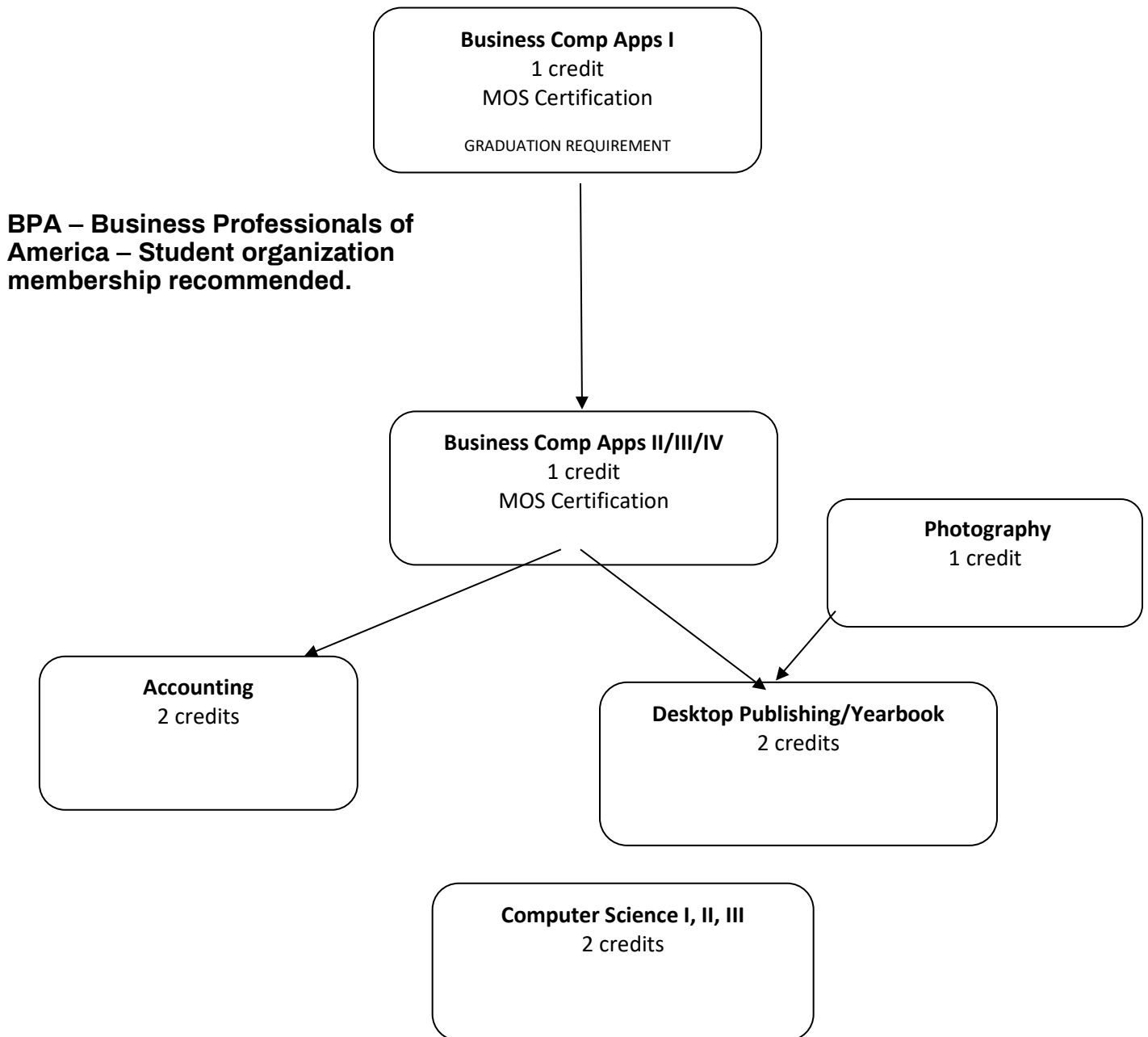
Emphasizing hands-on studio production, this class is designed to develop high-level thinking skills, technical skills and aesthetic judgment relative to 3-D art. Students explore diverse methods of creating such as: stone carving, casting, sculpting with clay, wheel throwing, assemblage art, mixed-media design and glass fusing. Creativity, craftsmanship, personal effort, critical thinking and composition are included in the grading process with objectives specific to each project. Students should be prepared to question and critique both their own work and the work of other artists.

Classes marked with  are a graduation requirement.

# Business Technology Courses

1 Credit Required

(Business and Management Career Cluster)



## **Accounting**

## **2 Credits/Yearlong Class**

Students will learn the basics of the accounting functions related to service businesses and merchandising businesses. Students will learn to create and record payroll, how to complete the end-of-fiscal period procedures, and how to create financial statements. Students will learn basic depreciation methods, the common practices related to inventory, and accounting concepts related to notes and interest. To complete assignments, students will use written methods, computerized spreadsheets, and computerized software. Students should come prepared every day with your book, a pencil, & workbook.

## **Business Computer Applications I**

## **1 Credit/Semester Class**

Students will learn MS Word to create letters, memos, MLA style reports, outlines, table of contents, and envelopes. Students will learn formatting techniques and how to insert columns, graphics, tables, borders/shading, and bulleted/numbered lists. Students will learn MS Excel to create a variety of spreadsheets including formulas and functions. Students will create charts and graphs from spreadsheets. Students will learn MS PowerPoint to create multimedia slide show presentations including graphics, sound, and possibly movies. Students will learn MS Publisher to create various desktop publishing documents. Students will learn the basics of creating, sorting, and searching databases in MS Access. Students will use e-mail and the Internet for research. Business Computer Applications I is a graduation requirement.

## **Business Computer Applications II/ III/IV**

## **1 Credit/Semester Class**

Students will learn advanced applications and integration techniques using Microsoft Word, Excel, PowerPoint, and Access. Students will work at an individual pace to complete coursework to prepare them for MOS Certification. Business Computer Applications 2/3 sequence is

**WORD:** Creating and Formatting Tables, Illustrating Documents with Graphics, Working with Themes and Building Blocks, Merging Word Documents, Working with Styles and Templates, Developing Multipage Documents, Working with References, Integrating Word with Other Programs, Exploring Advanced Graphics, Building Forms, Collaborating with Co-Workers, Customizing Word, MOS EXAM

**EXCEL:** Analyzing Data Using Formulas, Managing Workbook Data, Using Tables, Analyzing Table Data, Automating Worksheet Tasks, Enhancing Charts, Using What-if Analysis, Analyzing Data with PivotTables, Exchanging Data with Other Programs, Sharing Excel Files and Incorporating Web Information, Customizing Excel and Advanced Worksheet Management, Programming with Excel, MOS EXAM

**ACCESS:** Building and using Access Tables, Building and Using Queries, Creating and Using Forms, Using Reports, Modifying the Database Structure, Creating Multiple Table Queries, Enhancing Forms, Analyzing Data with Reports, Importing and Exporting Data, Analyzing Database Design Using Northwind, Creating Advanced Queries, Creating Advanced Reports, Building a Database Interface, Creating Macros, Creating Modules and VBA, Managing the Database, MOS EXAM

**POWERPOINT:** Creating a Presentation in PowerPoint 2010, Modifying a Presentation, Inserting Objects into a Presentation, Finishing a Presentation, Working with Advanced Tools and Masters, Enhancing Charts, Inserting Illustrations, Objects, and Media Clips, Using Advanced Features, MOS EXAM.

Business Computers Applications III may be taken more than once for elective credit.

## **Computer Science I, II, III**

## **2 Credits/Semester Classes**

Organizations today rely on information technology to survive. Computer Science I is a project-based course designed to help students understand the tools and technology of this new digital world, whether to simply enhance their skills as knowledgeable users of technology or to pursue careers in the vast space of information systems, including jobs as computer programmers, systems analysts, IT specialists, technology managers, game designers and directors, database administrators, cybersecurity experts, electrical engineers, and many more. Topics covered include systems analysis, software development, web technologies, network infrastructure, game programming, database administration, and computer operations. Students prepare to earn a Microsoft Technology Associate (MTA) certificate in one or more areas, including Software Development Fundamentals, HTML5 Application Development, Networking Fundamentals, and more. Successful students may take this course in subsequent years to pursue additional certifications including HTML5, Unity 3D and others.

### **TOPICS:**

- Foundations of Computer Programming
- Network, Network Security and Communication Systems
- Interactive Web Development
- Introduction to Systems Architecture and Analysis
- Basic Database Design
- Fundamentals of Gaming

Computer Science I may be taken more than once for credit

## **Desktop Publishing/Photography II/Yearbook**

## **2 Credits/Yearlong Class**

Students will learn desktop publishing software including Adobe InDesign, Photoshop, & Illustrator to design and create the high school yearbook. Students will earn Adobe Certified Associate Certifications in Photoshop, Illustrator, and InDesign. In addition, students will do a variety of real-world desktop publishing and photography projects for the school. Students will be required to photograph activities outside of school


## **Photography**

## **1 Credit/Semester Class**

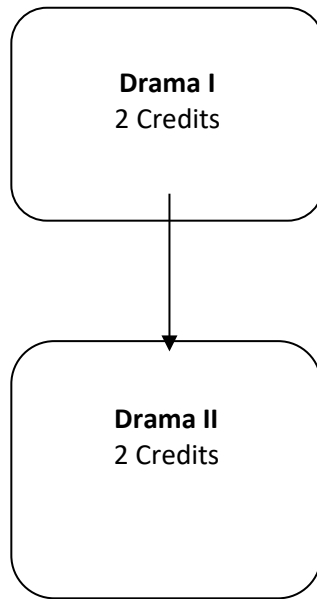
Digital photography introduces students to the fundamentals of photography. Four areas of instruction will be emphasized: camera function, composition, lighting, and Photoshop. In addition, students will have the opportunity to become certified in Adobe Photoshop.

### **TOPICS:**

- Use various features of the camera to have creative control of photographs.
- Decide what type of lighting to use in each situation to produce optimum results.
- Apply photographic composition to enrich a photograph.
- Be prepared to earn a Photoshop Certification.
- Become Proficient in Photoshop

Classes marked with  are a graduation requirement.

# Drama



## **Drama I**


## **2 Credits/Yearlong Class**

Drama I focus is on the foundations of dramatic skill and understanding, including body and spatial awareness, expansion of movement, theater history, pantomime, dramatic plot structure, improvisation, basic design principles, and scene development. The exercises start on a simple, creative group level and gradually progress to work with more challenging and formal texts.

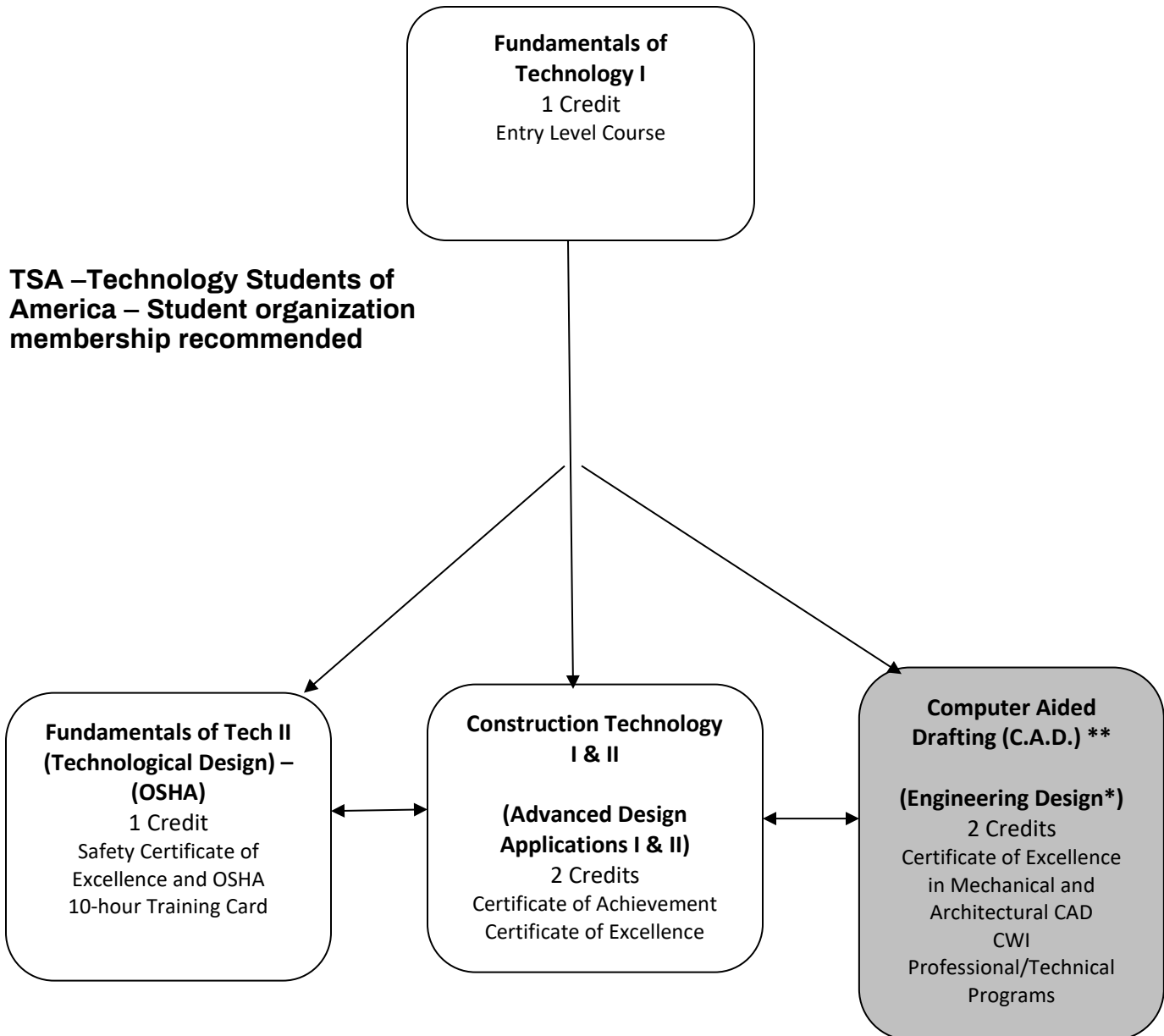
## **Drama II**

## **2 Credits/Yearlong Class**

Drama II (when offered) builds on the skills learned in Drama I, both in the acting and stagecraft capacities. Movement, improvisation, and character analysis/development are continued at a more demanding level. Competitive scene performance, playwriting, and elements of stagecraft such as flat construction and advanced stage make-up may be included in the course schedule

Drama I and Drama II may be taken more than once for credit  
Classes marked with  are a graduation requirement.

# Engineering Technology Education



## **Construction Technology I (Advanced Design Applications I)**

**1 Credit/Semester Class**

Construction Technology I - Advanced Design Applications consists of four units including Manufacturing, Energy and Power, Construction and Transportation. The Manufacturing unit examines the advances that maintain manufacturing efficiency, how human consumption affects manufacturing, how manufacturing affects the standard of living of various peoples, and how processing and changing raw materials can produce more desirable products. The Construction unit examines several factors influencing the design and construction of permanent and semi-permanent structures, the practices related to construction maintenance, alteration, and renovation and the functions of the primary systems installed in those structures. The Energy & Power unit explores the relationship between energy and power technologies and all other technologies, and how modern energy and power systems impact cultures, societies, and the environment. It also offers an examination of how energy and power systems can be made more efficient and how they may be utilized in problem solving. The Transportation unit examines the complex networks of interconnected subsystems that each transportation system comprises and the roles of these components in the overall functional process of the system. It also analyzes of the improvements and the impacts of transportation technologies on the environment, society, and culture.

## **Construction Technology II (Advanced Design Applications II)**

**1 Credit/Semester Class**

Construction Technology II - Advanced Design Applications II is a second semester hands-on part of the construction unit. This class is where the actual sheds are constructed.

What we will do:

- Break up into construction teams.
- The team will meet with the prospective client. The client will describe what kind of a project they would like built.
- The team will develop detailed CAD plans of the project.
- The team will develop a list of materials with an estimated cost.
- The team and client will meet again to look over the plans and costs and discuss any details or alterations.
- The client will approve or reject the project.
- If approved the crew will build an exact scale model of the shed.
- The client will set up a charge account at the lumberyard of their choice to which the materials will be charged.
- The team will construct the project.
- Building will be ready for pick-up in the spring and no later than June 1st.

## **Computer Aided Drafting (CAD) (Engineering Design) Dual Credit Available**

**2 Credits/Year Long Class**

This course is designed to provide students with an understanding of the operations and features of a CADD system. Emphasis is placed on the application of computer graphics in solving basic **mechanical (1<sup>st</sup> semester)** and **architectural (2<sup>nd</sup> semester)** drafting problems. Basic technical information and laboratory experiences directly related to the operation of computer software are provided in a hands-on approach. The student will complete a portfolio of AutoCAD generated mechanical and architectural drawings.



## **Fundamentals of Engineering Technology I**

## **1 Credit/Semester Class**

Fundamentals of Engineering Technology I is the prerequisite course for all other Engineering Technology Education courses. Utilizing the engineering or technological design process to solve design problems is the main focus of the courses in this cluster. The problem-solving process in this course requires students to define a given problem, conduct appropriate research, develop solutions to the problem, construct prototypes, and evaluate their work. Communication skills, proper tool usage, and material processes are major components of the design process. These skills are central to all subsequent engineering technology courses. The computer and other electronic devices are necessary for teaching an understanding of contemporary communications, manufacturing, power/energy/transportation and construction systems.

Fundamentals of Engineering Technology I is designed to introduce students to those principles and skills used in subsequent technology courses. Students learn to sketch solutions to problems, create technical drawings and presentations, build models, and apply creative problem-solving methods. Emphasis is placed on accessing and communicating information, using simple and complex tools in a safe manner. Students develop an understanding of the tools, techniques, and processes of technology using design principles, computers, problem solving and model making.

## **Fundamentals of Technology II (Technological Design – (OSHA))**


## **1 Credit/Semester Class**

In Fundamentals of Technology II - Technological Design, engineering scope, content, and professional practices are presented through practical applications. Students in engineering teams apply technology, science, and mathematics concepts and skills to solve engineering design problems and innovate designs. Students research, develop, test, and analyze engineering designs using criteria such as design effectiveness, public safety, human factors, and ethics. This course is the capstone experience for students who are interested in technology, innovation, design and engineering.

Students will also complete the Occupational Safety and Health Administration (OSHA) 10-hour safety course. The goal of Technological Design is to heighten the high school students' awareness of safety in the workplace, increase their design skills with AutoCAD, and develop hands –on skills using tools and machinery. During the next eighteen weeks we will be encountering activities in the three following technology areas:

- Communication (CAD)
- Safety
- Manufacturing

The majority of our time will be spent designing on computers and building with tools.

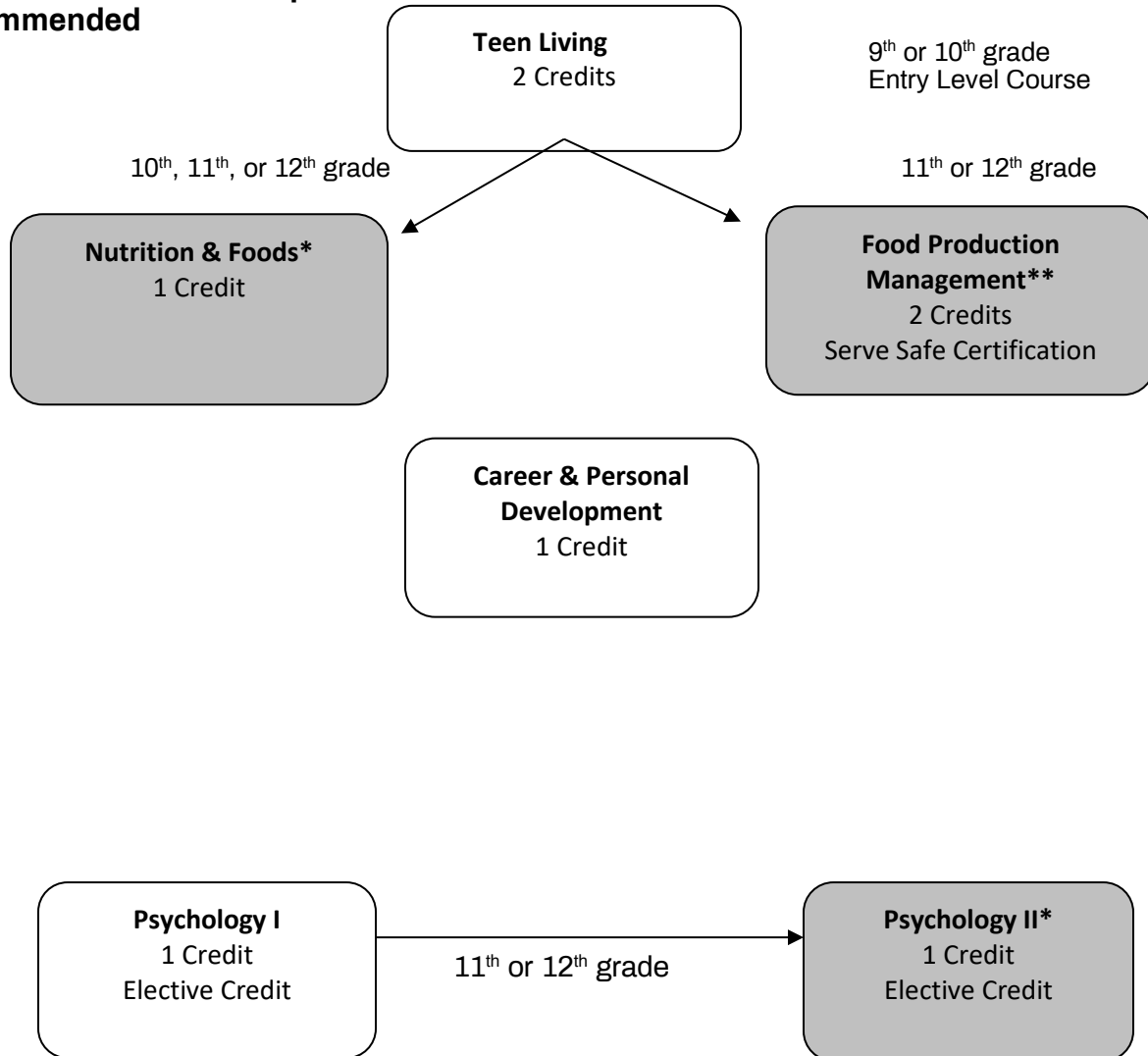
Classes marked with  are a graduation requirement.

\*\* Career-Technical credit available through College of Western Idaho

# Family & Consumer Sciences

Culinary Arts, Catering, Food Preparation Industry  
Psychologist, Counselor, Teacher, Pre-School Education, Child Care Provider

**FCCLA – Family, Career, Community  
Leaders of America – Student  
organization membership  
recommended**



## **Career and Personal Development**

### **1 Credit/Semester Class**

The curriculum focuses on the young adult as an individual preparing for responsibilities related to the workplace. The student will gain self-awareness, career knowledge and exploration, employability skills, leadership, and family management skills.

## **Food Production Management**

### **Dual Credit Available**

### **2 Credits/Yearlong Class**

This is a professional food preparation class with practical applications emphasizing career opportunities, reinforcing basic skills, food safety and sanitation, industrial food preparation, business management, service techniques and employability skills. Work experiences may be in a school-based enterprise, district food service, local restaurants or other food production establishments. Students are responsible for the McCall-Donnelly High School cold vending machine.

## **Nutrition & Foods**

### **1 Credit/Semester Class**

Course provides students with an understanding of the role food plays in society, instruction in how to plan and prepare meals, experience in the proper use of equipment and utensils, and a background of the nutritional needs and requirements for healthy living. Student will gain knowledge in all areas and demonstrate proper skills in meal preparation. May be taken more than once for credit.

## **Teen Living**

### **2 Credits/Yearlong Class**

The emphasis of this course is to build on skills in the areas of personal development, relationships, human and family development, clothing, resource management, personal living space, nutrition and wellness, career choices and leadership skills. The student will gain knowledge in all areas and demonstrate food preparation skills.

## **Psychology I**

### **Dual Credit Available (must complete both semesters) 1 Credit/Semester Class**


This course will introduce students to the vast and diverse field of psychology. It provides the students the necessary tools in principles, concepts, and theories that constitute the core study of Psychology. The course will also enrich the learning environment by giving students the knowledge to better understand themselves, their lives and their communities.

## **Psychology II**

### **Dual Credit Available (must complete both semesters) 1 Credit/Semester Class**

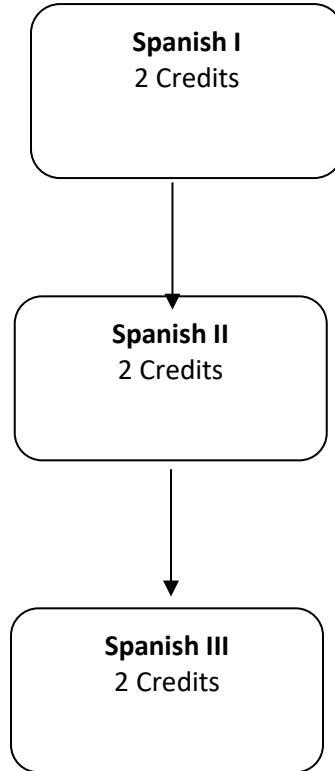
This course continues to introduce students to the vast and diverse field of psychology. It provides the students the necessary tools in principles, concepts, and theories that constitute the core study of Psychology. The course will also enrich the learning environment by giving students the knowledge to better understand themselves, their lives and their communities.

Dual Credit available through the University of Idaho  
Career-Technical Credit available through College of Western Idaho  
Nutrition & Foods may be taken more than once in different years.

Classes marked with  are a graduation requirement.

# Foreign Language

## Spanish



If Spanish is the language which is spoken at the student's home, please contact Mr. Banker at [jbanker@mdsd.org](mailto:jbanker@mdsd.org) for an appropriate placement.

## **Spanish I**

### **2 Credits/Yearlong Class**

Students will learn to communicate about very familiar situations and topics, including sharing personal information, numbers, time, calendar vocabulary, classroom items, classes and schedules, foods and beverages, leisure activities, family events, what to do in a restaurant, and others. The course has some focus on grammar related to these topics. This course introduces cultural analysis of certain holidays in Spanish-speaking countries, including El día de los Muertos (Day of the Dead –Mexico), Navidad (Christmas), and Cinco de Mayo (Fifth of May, Mexican Celebration). We will also discuss a variety of other cultural themes, including sports, media, music, dance, and many more. All Spanish courses are taught in Spanish at least 90% of the time, following the guidelines of the American Council on the Teaching of Foreign Languages. **Prerequisite:** To continue to second semester, students must complete the 1<sup>st</sup> semester with a passing grade.

## **Spanish II**

### **2 Credits/Yearlong Class**

Students will continue to work on vocabulary and topics from Spanish I, while broadening their range into other topics such as shopping, getting around the city, fashion, and more. Speaking, listening, writing and reading skills will continue at a low-intermediate level. This course focuses on learning to narrate in multiple tenses, continuing to expand vocabulary, beginning to provide students more autonomy in learning, and control of a wider range of abilities in communication. All Spanish courses are taught in Spanish at least 90% of the time, following the guidelines of the American Council on the Teaching of Foreign Languages. **Prerequisites:** Spanish I or equivalent, students must pass first semester to continue to second semester.


## **Spanish III/IV**

### **2 Credits/Year Long Class**

Students will gain command of an ever-wider range of themes, using more detailed language and being able to involve themselves in discourse of greater length. Course will focus on language within the following themes: identities, experiences, human ingenuity, social organization, and sharing the planet. These courses will be taught on a two-year cycle, meaning only some of these themes may be taught in a given year. All Spanish courses are taught in Spanish at least 90% of the time, following the guidelines of the American Council on the Teaching of Foreign Languages. **Prerequisites:** Spanish II or equivalent with a C- or better. Students must pass first semester with a C- to continue to second semester.

**College Requirement:** Idaho colleges and universities recommend two years of the same foreign language, but do not require foreign language as a pre-requisite. However, many out-of-state

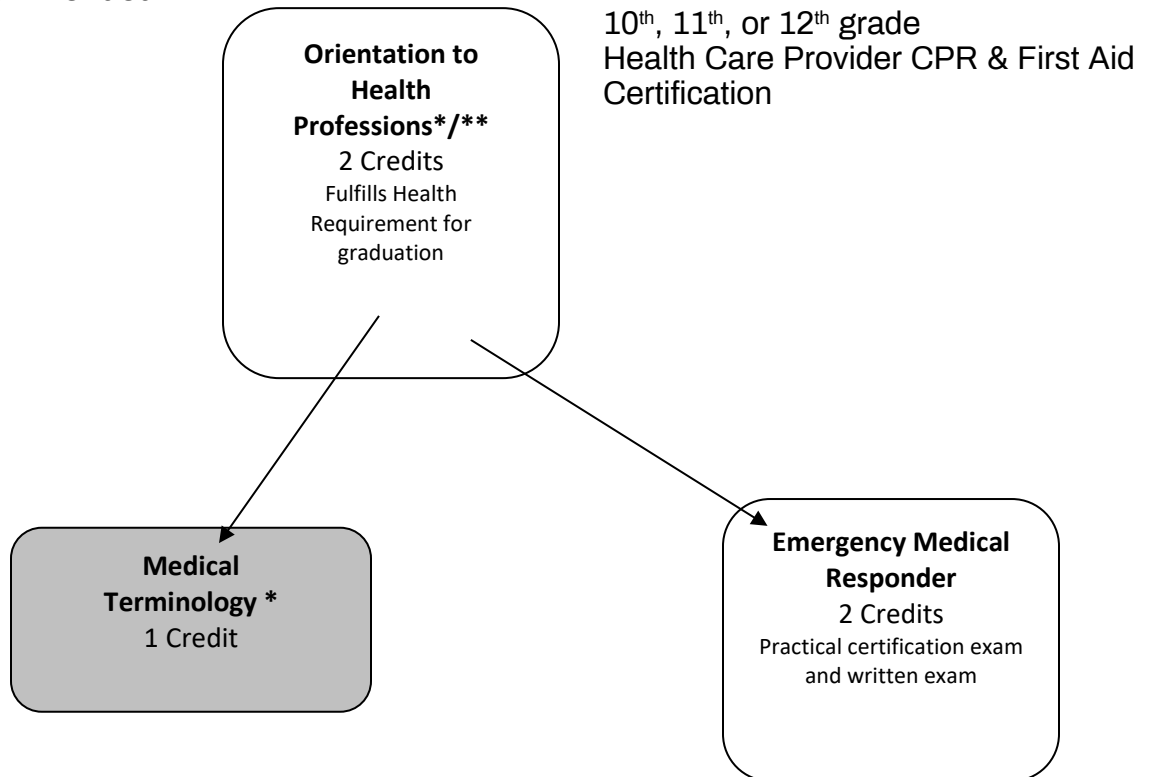
colleges and universities require at least two years, if not more. Check with potential colleges to understand college entrance requirements.

Classes marked with  are a graduation requirement.

# Health Professions

Doctor, Nurse, Nursing Assistant, Dentist, Dental Hygienist, Dental Assistant, Emergency Medical Technician (EMT), Physical Therapy, Respiratory Therapy, Medical Records, Lab Technician, Unit Coordinator, Veterinary Medicine

**HOSA – Health Occupations Students  
Of America -Student organization  
membership recommended.**



## **Emergency Medical Responders**

**2 Credits/Yearlong Class**

(EMR) initiate immediate lifesaving care to critical patients. Emergency Medical Responders function as a part of the comprehensive Emergency Medical System (EMS) response team. They will acquire the basic knowledge and skills necessary to provide basic lifesaving interventions with minimal equipment. As more advanced members of the EMS team arrive, they can assist higher level personnel at the scene and during transport. There is a practical certification exam and a written exam developed by the National Registry of Emergency Medical Technicians (NREMT.) Candidates must be 16 years or older to test. Orientation to Health Professions is a prerequisite. Emergency Medical Responder is also a prerequisite to the Emergency Medical Technician Basic class.

## **Medical Terminology**

**1 Credit/Semester Class**

This course presents the study of medical terminology. Prefixes, suffixes, word roots, combining forms, special endings, plural forms, abbreviations, and symbols are included in the content. All body systems, anatomical reference, pharmacology and medical specialties will be considered. Emphasis is placed on spelling, definition, usage and pronunciation.

## **Orientation to Health Professions**


**2 Credits/Yearlong Class**

This course would provide an introduction to the variety of options available in the Health Professions field including:

- CNA
- Chiropractic
- Communication Sciences and Disorders (Speech Pathology/Audiology)
- Counseling
- Dental Services (Dentist, Dental Assistant, Hygienist)
- Dietetics
- EMT/EMR (Paramedics)
- Medicine
- Optometry
- Pharmacy
- Physical and Occupational Therapy
- Radiology
- Veterinary Medicine

*"Equipped with his five senses, man explores the universe around him and calls the adventure Science."*

Edwin Powell Hubble

Dual credit available through College of Southern Idaho  
Classes marked with  are a graduation requirement.



# Music Program

**Concert Band**  
2 Credits

**Concert Choir**  
2 Credits

**Percussion**  
2 Credits

**Orchestra**  
2 Credits

**Guitar**  
2 Credits

## **Percussion**

## **2 Credits/Yearlong Class**

The MDHS percussion course is designed to offer instrumental music education and performing opportunities. The primary focus of this ensemble class will be to study instrumental performance. Music theory and music history will also be elements in this class. The percussion ensemble may also support the marching band, pep band, and jazz ensemble. Many different musical styles will be studied through the year. This group will perform several concerts through the year, and they will attend a festival where they will be adjudicated by a panel of judges. This group may travel during the year. Prior experience is necessary for enrollment. This is not an entry level class.

## **Concert Band**

## **2 Credits/Yearlong Class**

The MDHS concert band course is designed to offer instrumental music education and performing opportunities. The primary focus of this ensemble class will be to study instrumental performance. Music theory and music history will also be elements in this class. The concert band may also serve as a marching band, pep band, and jazz ensemble. Many different musical styles will be studied through the year. This group will perform several concerts through the year, and they will attend a festival where they will be adjudicated by a panel of judges. This group may travel during the year. Prior experience is necessary for enrollment. This is not an entry level class.

## **Concert Choir**

## **2 Credits/Yearlong Class**

The MDHS concert choir course is designed to offer vocal music education and performing opportunities. The primary focus of this ensemble class will be to study vocal performance. Music theory and music history will also be reviewed in this class. The concert choir may also serve as a jazz choir. Many different musical styles will be studied through the year. This group will perform several concerts through the year, and they will attend a festival where they will be adjudicated by a panel of judges. This group may travel during the year. Prior experience is not necessary for enrollment.

## **Orchestra**


## **2 Credits/Yearlong Class**

The McCall-Donnelly High School Orchestra course is designed to offer instrumental music education and performing opportunities. The primary focus of this ensemble class will be to study instrumental performance. Music theory and music history will also be elements in this class. Many different musical styles will be studied through the year including selections on the state high school lists of required pieces. As this class grows the ensemble may give several performances through the year, and they may attend a festival where they will be adjudicated by a panel of judges. The class will focus on music fundamentals, intermediate performing techniques, and other music components suitable to the students that are enrolled in the class.

## **Guitar**

## **1 Credit/Semester Class**

The Guitar course is designed to offer instrumental music education and performing opportunities. The primary focus of this ensemble class will be to study guitar techniques. The class will focus on beginning guitar elements as well as intermediate techniques. Music theory and music history will also be elements in this class. Many different musical styles will be studied through the semester.

No prerequisites for any music classes  
No experience needed for any music classes  
Music classes may be taken more than once for credit  
Classes marked with  are a graduation requirement.



Music  
gives a soul to  
the universe,  
wings to the mind,  
flight to the  
imagination  
and life to  
everything.

-Plato

# Aides/Mentors

## **Teacher Aide**

## **1 Credit/Semester Class**

A course designed to give students (Grades 10-12) practical experience working in an office or classroom. Interested students must have demonstrated dependability and reliability (good attendance and punctuality). No more than four (4) credits of Teacher Aide may be applied toward graduation requirements. Requires 3.0 GPA and Supervisor and Parent Permission.

Pass/Fail grade awarded.

## **Peer Mentor**

## **1 Credit/Semester Class**

The objective for Peer Tutoring in room 211 is to educate and include students in special programs with peers in all school settings, highlighting students with a wide range of abilities and needs. This class is a basic introduction to special education in the high school, including related services (speech/language therapy, occupational therapy and physical therapy), with a focus on special education instructional strategies, classroom observations, and data collection.

Expectations: Students must demonstrate attitudes that will foster an environment of acceptance, understanding, and respect for all students at MDHS. Every student in our program has unique needs and characteristics, and individuals are supported in various ways that enhance their independence, learning, and personal growth.

Participation in the following activities: Daily living skills: how to cook simple foods, do basic laundry skills, money/budgeting skills, and other daily living activities. Community volunteering: vocational activities outside of the MDHS classroom; students will be support peers in various environments. Requires 3.0 GPA and Supervisor and Parent Permission (required for field trips). Pass/Fail grading based on participation and attitude.