



2024-2025 STUDENT HANDBOOK



2024-2025 SCHOOL BOARD MEMBERS

Dan Eastgate Josh Hager
Jon Lee Amanda Peterson Donnell Preskey

CENTRAL OFFICE ADMINISTRATION

Dr. Jeff Fastnacht - Superintendent
Dr. Ben Johnson - Assistant Superintendent, *Secondary Schools and Curriculum*
Brad Barnhardt - Assistant Superintendent, *Elementary Schools and Student Services*

JOE KALVODA - Principal	BRUCE SCHUMACHER - Teacher, Mathematics
ANNE BORSETH - Teacher, FACS	STACIE SEIBEL - Custodian
MICHELLE DEHNE - Teacher, Social Studies	VIC SONNEMAN - Counselor
TANIKA JOHNSON - Administrative Assistant	DILLON TOLLEFSON - Teacher, Art
SCOTT KINNISCHTZKE - Teacher, English	CORY VOLK - Teacher, Science
SHAWN MITTLESTADT - Head Custodian	LESLEE WEBB - Social Worker
MAREA REINICKE - Instructional Aide	STEPHANIE WEBB - Instructional Aide
RANDY RIEPL - Reading Immersion	JORDAN WILLIAMS - Teacher, Physical Education
CHRIS SCHMIDT - Teacher, Special Education	

SOUTH CENTRAL HIGH SCHOOL

406 S Anderson St
Bismarck, ND 58504
(701) 323-4520
Fax: (701) 323-4525
<https://www.bismarckschools.org/SCHS>
Office Hours: Monday-Friday 8:00 a.m.- 4:00 p.m.

Welcome SCHS students!

August has arrived, and we are busy at SCHS getting ready for another school year. We are excited to see you back in the halls and classrooms of our school. Your success is our goal, and we are here to help you as best we can. We know that half of the battle is coming to school. Once you are here, the work you put in will directly benefit you on the road ahead.

It is our student-centered programming that gives students ownership of their education. Come to school ready to take on your education and make your future what you want it to be.



Respectfully,

Joe Kalvoda Principal

Colors: Black and Gold **Mascot:** Phoenix

MISSION STATEMENT

The mission of South Central High School is to educate, support and care for every student.

SCHOOL VISION STATEMENT

The vision of South Central High School is to develop lifelong learners in an environment of educational excellence and continued improvement that fosters personal growth and responsible citizenship.

IMPROVEMENT GOALS

1. Students will become self-directed learners by monitoring their progress in their classes as well as their progress towards graduation.
2. Students will access mental health services to help them better succeed academically.

ENTRANCE REQUIREMENTS

1. Students enrolling at SCHS must be 16-21 years of age.
2. Only students who live in Bismarck will be allowed to attend a Bismarck Public School.
3. All potential South Central High School students must be referred by their current school counselor. (Bismarck, Century, or Legacy High Schools). There must be an academic reason to transfer.
4. Students new to the Bismarck area must first register with our Central Office 701-323-4110, or visit bismarckschools.org and click on the registration tab at the top. After your registration is completed, you will be pointed to one of the main high schools (Bismarck, Century, or Legacy High Schools) according to your current address. Contact will need to be made with a counselor from that high school to get the referral process started for the student to attend SCHS.

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DIRECTIVE FOR THE PHOENIX CODE

South Central High School has adopted the **PHOENIX CODE**. The Phoenix Code is a code of conduct for students, staff, teachers and parents. In order to work most effectively as a team, helping a student be successful in their educational career, all team members need to have a common strategy. The Phoenix Code is designed to address five key areas of conduct, as seen in our acronym **ARISE**. All team members must practice **A**cceptance, **R**espect, **I**ntegrity, **S**afety and **E**ffort. In order to provide the structure and support needed to help your student arrive at graduation we have clearly outlined classroom expectations, school grounds expectations and everyday life expectations. Not only do we hope to see a student succeed in our building, we want to help them on their path to success in life. If a student does not follow the Phoenix Code, a process will start where we will work as a team to problem-solve how we can support them in getting back on track. This problem-solving includes all team members: students, parents, teachers and staff. All team members' involvement and commitment is vital to making a student's educational journey a success.





SOUTH CENTRAL HIGH SCHOOL PHOENIX CODE



Classroom Expectations	School Grounds Expectations	Every Day Life Expectations
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Acceptance

<ul style="list-style-type: none"> .Every student is welcome .Encourage learning .Have patience with others 	<ul style="list-style-type: none"> .Understand this is every student's school .Recognize we are all an important part of the school .Celebrate accomplishments 	<ul style="list-style-type: none"> .Every person matters .Practice acceptance .Understand where people are coming from
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Respect

<ul style="list-style-type: none"> .Allow teachers to teach .Allow students to learn .Use good manners 	<ul style="list-style-type: none"> .Refrain from inappropriate displays of affection .Show consideration for people and property 	<ul style="list-style-type: none"> .Believe in yourself! .Treat others as you want to be treated
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Integrity

<ul style="list-style-type: none"> .Show reasonable progress .Set a good example for others 	<ul style="list-style-type: none"> .Handle problems non-violently .Practice problem-solving skills .Behave maturely 	<ul style="list-style-type: none"> .Make sound choices .Be a positive leader .Be trustworthy
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Safety

<ul style="list-style-type: none"> .Follow the Phoenix code .Be in the classroom during class time .Recognize teachers are in charge of their classroom 	<ul style="list-style-type: none"> .SCHS is a tobacco-free, alcohol-free, drug-free environment .SCHS is a weapon-free zone .SCHS is a place free of harassment, intimidation, threats or bullying 	<ul style="list-style-type: none"> .Every person has the right to feel safe and healthy in their environment .Respect authority figures
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Effort

<ul style="list-style-type: none"> .Take pride in your work .Work through the entire class .Meet your deadlines/weekly goals 	<ul style="list-style-type: none"> .Show Phoenix pride .Help make SCHS a better place 	<ul style="list-style-type: none"> .Be open to learning new things .Ask for and accept help .Help make your community a better place
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BISMARCK
PUBLIC SCHOOLS

2024-2025 Calendar

Aug. 2024 (8 days)						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

Sept. 2024 (19 days)						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

Oct. 2024 (21 days)						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

Nov. 2024 (17 days)						
S	M	T	W	T	F	S
					1	2
3	4	5	6	7	8	9
10	11	12	13	14	15	16
17	18	19	20	21	22	23
24	25	26	27	28	29	30

Dec. 2024 (15 days)						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30	31				

Jan. 2025 (20 days)						
S	M	T	W	T	F	S
			1	2	3	4
5	6	7	8	9	10	11
12	13	14	15	16	17	18
19	20	21	22	23	24	25
26	27	28	29	30	31	

Feb. 2025 (19 days)						
S	M	T	W	T	F	S
						1
2	3	4	5	6	7	8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	

March 2025 (19 days)						
S	M	T	W	T	F	S
2	3	4	5	6	7	1/8
9	10	11	12	13	14	15
16	17	18	19	20	21	22
23	24	25	26	27	28	29
30	31					

April 2025 (19 days)						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30			

May 2025 (17 days)						
S	M	T	W	T	F	S
				1	2	3
4	5	6	7	8	9	10
11	12	13	14	15	16	17
18	19	20	21	22	23	24
25	26	27	28	29	30	31

June 2025						
S	M	T	W	T	F	S
1	2	3	4	5	6	7
8	9	10	11	12	13	14
15	16	17	18	19	20	21
22	23	24	25	26	27	28
29	30					

July 2025						
S	M	T	W	T	F	S
		1	2	3	4	5
6	7	8	9	10	11	12
13	14	15	16	17	18	19
20	21	22	23	24	25	26
27	28	29	30	31		

2024

Aug. 16—Teacher Work Day
Aug. 15, 19, 20—Staff Development Days
Aug. 21—First Day of School

Sept. 2—Labor Day, no school
Sept. 23—Staff Development Day, no school

Oct. 17-18—Administrator Convention Days, no school

Nov. 8—Parent-Teacher Conference Day, no school
Nov. 11—Veterans Day, no school
Nov. 28—Thanksgiving Day, no school
Nov. 29—Thanksgiving Break, no school

Dec. 20—Last Day of School before Holiday Break
Dec. 24—Christmas Eve, no school
Dec. 25—Christmas Day, no school
Dec. 31—New Year's Eve, no school

2025

Jan. 2—First Day of School after Holidays
Jan. 20—Martin Luther King Day, no school
Jan. 21—Staff Development Day, no school

2025

Feb. 17—Presidents' Day, no school

Mar. 14—Storm Make-Up, no school
Mar. 17—Parent-Teacher Conference Day, no school

April 4—Staff Development, no school
April 18—Good Friday, no school
April 21—Storm Make-Up, no school

May 23—Last Day of School
May 23—SCHS Graduation, 4pm, Career Academy
May 23—ALC Graduation, 7pm, Career Academy
May 25—BHS Graduation, 1pm, Event Center
May 25—LHS Graduation, 4 pm, Event Center
May 25—CHS Graduation, 7pm, Event Center
May 26—Memorial Day, no school
May 27—Teacher Work Day

May 27-June 11—High School Summer School 1
May 29-June 27—Camp Adventure Elem. Summer School
June 2-25—Middle School Summer School
June 12-27—Extended Secondary Summer School
July 3—4th of July Break, no summer activities
July 4—4th of July, no summer activities

<input type="checkbox"/>	First & Last Day of School
<input type="checkbox"/>	No School For All Students
<input type="checkbox"/>	Teacher Work Day
<input type="checkbox"/>	Staff Development Day
*March 14 and April 21 - Storm Make-Up Days	

Grades K-5

Nov. 15, 2024.....End of 1st Trimester
Feb. 21, 2025.....End of 2nd Trimester
May 23, 2025.....End of 3rd Trimester

Grades 6-12

Oct. 25, 2024.....End of 1st Quarter
Jan. 10, 2025.....End of 2nd Quarter
Mar. 21, 2025.....End of 3rd Quarter
May 23, 2025.....End of 4th Quarter

2 Teacher Work Days.....BPS
6 Staff Development Days.....2 ND, 4 BPS
3 Paid Teacher Holidays.....ND/BPS
2 Parent/Teacher Conferences.....ND
2 Storm Make-Up Days.....ND
174 Classroom Instruction Days.....ND

CALENDAR - 2024-2025

August 20 SCHS Open House 2 - 3:30 pm
 August 21 First Day of School
 September 2..... Labor Day, No School
 September 23..... Staff Development Day, No School
 October 3 Parent/Teacher Conferences, 3:30 - 7:15 PM
 October 17-18 Administrator Convention Days, No School
 November 8..... Parent/Teacher Conference Day, no school
 November 11..... Veteran's Day, No School
 November 14..... Parent/Teacher Conferences, 3:30 - 7:15 PM
 November 28..... Thanksgiving Day, No School
 November 29..... Thanksgiving Break, No School
 December 20..... Last Day of School Before Holidays
 December 24..... Christmas Eve, No School
 December 25..... Christmas Day, No school
 December 31..... New Year's Day Off, No School
 January 2 School Starts After the Holidays
 January 20 Martin Luther King Day, No School
 January 21 Staff Development Day, No School
 February 17..... President's Day, No School
 March 6 Parent/Teacher Conferences, 3:30 - 7:15 PM
 March 14 Storm Make Up Day, No School
 March 17 Parent/Teacher Conference Day, No School
 April 3 Parent/Teacher Conferences 3:30 - 7:15 PM
 April 4 Staff Development, No School
 April 18..... Good Friday, No School
 April 21 Storm Make Up Day, No School
 May 23 Last Day of School
 May 23 SCHS Graduation, 4 PM, Career Academy
 June 2 - June 27 SCHS Summer School

BISMARCK PUBLIC SCHOOL GRADE SCALE

A = 100-92
 B = 91-83
 C = 82-74
 D = 73-65

SOUTH CENTRAL HIGH SCHOOL STUDENT INSTRUCTION COLLABORATION

Early Bird 7:35 - 8:25 a.m. online courses
 Session 1 8:30 - 10:00 a.m.
 Session 2 10:05 - 11:30
 Lunch 11:30 - 12:10 p.m.
 Session 3 12:10 - 2:15 p.m.
 Late Bird 2:20 - 3:30 p.m. online courses

**Best times to
contact
teachers:**
 7:30-8:25 a.m.
 Monday-Friday;
 2:15-3:30 p.m.
 Monday-
 Thursday.

GENERAL INFORMATION

POSITIVE ATTENDANCE PLAN

SCHS follows a positive attendance plan policy. We give students credit for the time they are in class and working on their curriculum. As such, it is our school's philosophy to focus on the student progress in the class. It is the student's responsibility to get to their classes and, working with the teachers, make progress in the course work. Students who do not attend class very often and/or do not use their class time productively will not be very successful in any school, so attendance is very important. Poor attendance will be evident in a lack of progress and may result in removal from a class due to lack of significant progress.

ATTENDANCE EXPECTATIONS

Students are encouraged to attend each class for 100 minutes per day. As SCHS students move into young adulthood, SCHS fosters an educational atmosphere that encourages responsible decision making and good communication skills. Students are given considerable flexibility to make positive and realistic choices when creating their daily study plans. Students have ownership over their long term educational and career plans. **With this flexibility it is critical that students communicate regularly with their advisors if they must be absent.** With the advisor's help, they can make adjustments to their daily work plan or overall goals.

SCHS POWERSCHOOL ATTENDANCE NOTIFICATION

We have an absence notification service which we hope will help your student attend class more regularly. The message will go out to whomever is listed as the parent or guardian of the student in the form of an e-mail, voicemail, and/or text message. This message will be sent out sometime after 3:30 pm at the end of every school day. You will receive a notification if your student does not attend school that day. This notification is a reminder for your student to attend classes on a regular basis.

POWER SCHOOL

SCHS recognizes that parent/guardian involvement and encouragement increases the student's likelihood of graduating with a high school diploma. Power School is an important tool that lets parents and students know about their daily class progress, grades, classes completed and attendance. Both students and parents can go to bismarckschools.org to sign up on Power School so that it can be accessed regularly. Student ID information can be obtained from the SCHS administrative assistant at 323-4520.

PARENT/TEACHER CONFERENCES

During the school year, SCHS will have four Parent/Teacher Conferences giving parents or guardians an opportunity to discuss and celebrate the successes of your student.

Parent/Teacher Conferences will be held from 3:30 - 7:15 p.m. on Thursdays on the following dates:

October 3, November 14, March 6, and April 3

GENERAL INFORMATION CONT.

CLASS STRUCTURE:

1. Classes are scheduled to be completed in **36 or 42 days** to receive .5 credit. Homework is a privilege earned by making adequate progress during class time.
2. No zeroes are taken as a grade, no "Inc." (incompletes) are accepted. All assignments will be reworked to a passing grade and to the teacher's satisfaction.
3. Students who complete all the required work and have an 83% or better may finish a class early.
4. Regular progress in the classroom is necessary for students to be successful at SCHS. Due to this, teachers will set a 18 or 21-day minimum goal for course work with students when they start the class.
If students are not at or beyond that point by their 18th/21st day, they may be removed from the class and receive an "Inc." in the course. All incompletes will become F's at the end of the year if the course is not completed.
5. Students who have not completed all their class work before the 36/42 days are up, may receive an "Inc." and be removed from their class. If a student has had good attendance and shown significant effort, they may qualify for an extension of days at the discretion of the teacher.
6. Students may re-enroll back into a class after receiving an "Inc." by going to the front office and obtaining a green re-enrollment slip. This slip will need to be filled out appropriately and be signed by the classroom teacher, student advisor, and principal/counselor before re-enrollment is approved.
7. Students coming back into a class after receiving an "Inc." are back on a probationary basis. Teachers will set goals and expectations. Students who do not meet those expectations can, at the discretion of the teacher, be dropped from their class.

EARN BACK OPTION

It is the intention of SCHS faculty and staff that every student be making progress toward graduation. If at any time a student has earned three (3) or more "Incompletes" during a school year, a time-out is called and a meeting is held to determine why the student is not succeeding at our school. The meeting will be held with student, parent, principal, and any other appropriate parties. At that meeting the student, along with the support team, will create a plan for the student's success. During this process the following options will be explored:

- 1) Additional educational interventions/supports
- 2) Scale back course load
- 3) Time off to resolve outside issues
- 4) Group participation
- 5) Edgenuity Strategies for Academic Success Class
- 6) Referral to an outside agency like Youth Works or the Police Youth Bureau
- 7) Adult Learning Center/GED referral
- 8) Job Corp exploration

ADVISOR/ADVISEE PROGRAM

Every student will be assigned to an **"advisor"** who will support and guide students in organizing their work pace, setting goals and monitoring their attendance.

Each day when a student arrives at school, the student must **"check in"** with his/her advisor to:

1. Obtain a **classroom ticket (aka golden ticket)** for the day to take with them to classes.
2. Write out a **daily plan** on the ticket.
3. **Sign** the ticket.
4. Have their **advisor sign** the ticket.
5. Discuss goals, pace, or attendance as needed.

Before leaving for the day, the student will **return the ticket** to their advisor.

STUDENT SERVICES

Student services are provided by a school counselor, a school social worker, a clinical psychologist, a transition facilitator, and a career counselor. Services include, but are not limited to:

1. Educational guidance, including consultations for completing and reviewing education plans and choosing appropriate classes.
2. Career guidance, including assistance in career and college exploration, applying for jobs, applying for scholarships and financial aid, and applying for post-secondary educational programs.
3. Individual counseling.
4. Various educational groups, including young men's group, girls' group, Project Adulthood, Why Try, parents' group, and more.
5. Providing connections between home, school, and community, and advocating for students by supporting the physical, emotional, psychological, and educational needs of students through trauma-informed practices.

SCHOLARSHIP OPPORTUNITIES

SCHS has scholarships available to eligible seniors who attend college after graduation. These include: SCHS Lisa Kraft Scholarship (\$700) and the Rotary Club Scholarship (\$2,500). See the counselor for other scholarship opportunities.

EDUCATIONAL OPTIONS FOR EXPECTANT MOTHERS OR YOUNG PARENTS

South Central High School strives to be a supportive program/environment for expectant mothers or young parents. We will complete a Student Support Plan for expectant parents/young parents. Support will be determined on an individual basis, involving a team decision. Possible team members may include principal, school social worker, counselor, teachers, parents/guardians and the student.

Parents are responsible for their own babies. Be aware that bringing your baby into the school could expose them to different illnesses. We depend on parents to make appropriate choices in keeping their babies safe and cared for while at school. We recommend you check with your baby's medical provider before bringing them to school. If your own child is not feeling well and could make other babies sick, please keep them home.

Parenting Leave: this would be discussed at the Student Support Meeting, giving parents a chance to take a specific amount of time off for medical needs surrounding pregnancy, birth, healing and bonding.

Infants at School: students will be allowed to bring their infant to school until the infant reaches 6 months old. The intent is to ease the return to school once becoming a parent. This will also allow for parents to bond and attach with their infants. Both male and female students can request to bring their infant to school. A parent support room, The Nest, will be available to the parents to allow them to care for diapering, feeding and soothing needs. Students will be encouraged to be in regular classrooms as much as possible with their infant. However, other students' needs will also need to be taken into account. Therefore, if the young parent needs to leave the classroom, or if a teacher encourages the need for an alternate setting for parent and child, The Nest will be available for use. If a mother is still pumping after her baby is 6 months she is welcome to use this private area as well. A fridge is available for storage of milk.

****The Nest will be available during the regular school year, not during summer school.**

SOUTH CENTRAL HIGH SCHOOL POLICIES

ACCIDENTS AND INSURANCE

The Bismarck School District no longer carries accident/injury coverage for students. Therefore, parents are responsible for all costs associated with a school-related injury. In the event of a school-related accident or injury, it is the responsibility of the injured student to report to the teacher/coach and main office.

BOOKS

Basic textbooks, non-consumables, and science laboratory materials will be furnished by the district for all course work grades 9-12. Lost or damaged books (beyond reasonable wear) will be charged to parent/guardian at replacement cost.

BREAKFAST/LUNCH ACCOUNTS

South Central High School Qualifies for the North Dakota Department of Public Instructions Community Eligibility Provision (CEP). Due to this, all students who attend SCHS are eligible to receive one (1) breakfast and one (1) lunch for free every day they are a current student at our school. Breakfast is served in the Gym from 8:00 to 8:50am. Late breakfast is served from 9:45 to 10:00am. No preordering is necessary for this meal. Lunches will need to be ordered by the student at the first class they attend and must be ordered prior to 10:00am. Meals will be served in the Gym starting at 11:30am. Any extra meals beyond that will be charged to the students account. The student must have an account established with the school using the LINQ Connect portal and have sufficient money in the account to pay for the extra meal before the extra meal will be ordered. Please see the office if you need assistance establishing an online account.

CHANGE OF ADDRESS

Any student moving to a new address within or outside the school district is asked to report such a change of address immediately to the Central Registration, 323-4110. School notices and alerts are communicated through phone calls, texts and emails. If your information is not updated there is a good chance you will miss important school information such as school closings. Address changes cannot be made at SCHS's office. Phone numbers can be updated through the Parent Portal in PowerSchool.

COMMENCEMENT

Students must have completed the required course of study as determined by district policy for graduation prior to the ceremony in order to participate in commencement exercises. Also, all students who participate must wear appropriate cap and gown. Graduation exercises are held each year in the spring for all graduates. Seniors who participate will comply with the school's procedures and regulations pertaining to commencement exercises.

EARLY GRADUATION

Students who have earned 24 credits and have met all graduation requirements may be able to graduate early. If graduating more than a semester early, students must obtain an early graduation form from the counselor and receive approval from the assistant superintendent of secondary schools.

ELECTRONIC COMMUNICATION DEVICES

Students are expected to use ECD's responsibly and within the Phoenix Code. Use of ECD's during class time will be restricted at the point where they disrupt the student's academic progress or classroom activities. Each teacher has the discretion to determine when the use of an ECD is disrupting classroom activity and academic progress in their classroom.

FIELD TRIPS OR OTHER SCHOOL SPONSORED ACTIVITIES

All school rules and regulations fully apply to students while participating in field trips.

OUTSIDE FOOD/DRINK POLICY

All food and drink brought into the school is open for staff inspection.

BISMARCK PUBLIC SCHOOL POLICIES

South Central High School follows all policies set up by the Bismarck School Board. For a complete list and description of Bismarck Public School policies, go to <https://www.bismarckschools.org/school-board/district-administrative-policies>

ALCOHOL, TOBACCO AND OTHER DRUGS POLICY

Students are not permitted to use or possess alcohol, tobacco or any other non-prescription drugs on the school premises. This includes e-cigarettes or any other nicotine delivery device. See **BPS School Board Policy FFA** for further details.

BULLYING/HARASSMENT

Harassment of students in the Bismarck School District is prohibited. It is the Bismarck School District's policy to provide students an environment free from any form of harassment and to maintain a safe, supportive, nurturing, non-punitive school environment highly conducive to learning. Intimidation by virtue of the display of gang colors, gang paraphernalia, gang signing, gang gestures, and other gang-related actions is also prohibited. See **BPS School Board Policy ACEA** for further details.



SOUTH CENTRAL HIGH SCHOOL BULLYING TIP LINE

schstips@bpsapps.org

If you are being bullied, tell a trusted adult.

Know that you are not alone.

Things will get better.

DRESS CODE

BPS recognizes the value of allowing individual student expression, protecting student health and safety, and maintaining an atmosphere conducive to education. Items approved to be worn or displayed must adhere to health and safety codes and comply with applicable law. When items on display can be reasonably forecast to either materially disrupt the educational environment or infringe upon the rights of other students to access and participate in a safe and welcoming educational environment, they will be prohibited. Items (worn or displayed on school grounds or at school sponsored activities) which fall under this prohibition include, but is not limited to, attire/symbols/messages depicting, implying, or reasonably perceived as promoting intolerance, hatred, and/or a hostile education environment. See **BPS School Board Policy FFH** for further details.

SPORT ELIGIBILITY

Students may be eligible for sports at their home school (school district in which they reside). To be eligible, a student needs to be in class at least 20 hours per week (full-time enrolled) and needs to earn at least 2.5 credits per semester. Eligibility at SCHS is determined by being enrolled in 3 classes for at least two weeks and at the sport home school's eligibility checkpoint (2 week window), the student must be on pace to complete all three courses on time. Students must be in attendance 300 minutes the day of a scheduled event in order to be eligible to participate (excluding administrative approved absences).

WEAPONS POLICY

The Bismarck School Board determines that possession and/or use of a weapon by a student is detrimental to the welfare and safety of the students and school personnel within the district. Carrying, bringing, using or possessing any dangerous or deadly weapon in any school building, on school grounds, in any school vehicle or at any school-sponsored activity without the authorization of the school or the school district is prohibited. See **Bismarck Public Schools Policy FFD** for further details.

RESPONSIBLE USE OF TECHNOLOGY POLICY

Requirements for Students Education:

The District shall provide education to students about appropriate online behavior, including interacting with other individuals on social networking websites and cyberbullying awareness and response.

Prohibitions:

The Superintendent or designee may take disciplinary measures when any of the following actions occur while students are using technology tools as defined under "Scope."

- Using obscene language;
- Accessing, creating, requesting, or distributing pornographic files or sites and/or other inappropriate material;
- Harassing, insulting, threatening, alarming, or attacking others;
- Damaging computers, computer systems, or computer networks;
- Violating copyright, trademark, trade secret, or other intellectual property laws;
- Using or participating in personal and/or non-curricular uses when that use is in violation of stated or written rules or regulations;
- Using another's password or representing oneself as another;
- Trespassing into another's folders, work, or files;
- Intentionally wasting network resources;
- Employing the network for political purposes as defined by state law, financial gain, and/or commercial purposes;
- Revealing anyone's personal information such as, but not limited to, an address or phone number without appropriate consent;
- Other activities or actions deemed inappropriate and not in the best interest of the District, its employees, and students.

NOTICE OF NON-DISCRIMINATION:

The Bismarck Public School District does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies:

Stacey Geiger, Human Resource Director/Title IX Coordinator/Section 504 Coordinator
128 Soo Line Drive, Bismarck, ND 58501
Telephone number is (701) 323-4071

§504 CHILD FIND NOTICE:

Pursuant to Section 504 of the Rehabilitation Act of 1973, the District has a duty to identify, refer, evaluate and if eligible, provide a free, appropriate public education to students with disabilities. For information regarding parent/guardian and student rights, or for answers to any questions you might have about identification, evaluation and placement into Section 504 programs, please contact Stacey Geiger, Section 504 Coordinator, at 701-323-4070 or Stacey_Geiger@Bismarckschools.org

IDEA ANNUAL NOTIFICATION OF CHILD FIND:

All children with disabilities residing within the boundaries of Bismarck Public Schools that need special education and related services are identified, located, and evaluated through the child find process regardless of the severity of their disability. This includes children with disabilities attending private schools. Anyone who suspects a student between the ages of 3 and 21 may have a disability should contact Danica Nelson, Bismarck Public Schools Special Education Director, at 701-323-4029 or Danica_Nelson@bismarckschools.org.

BISMARCK PUBLIC SCHOOLS
GRADUATION REQUIREMENTS

Credits required for graduation from Bismarck Public Schools: **24**

CORE CREDITS

Required (15)

Grade Status:

ENGLISH 4 credits

English 9 1 credit
 English 10 1 credit
 English 11 1 credit
 English 12 1 credit

Freshman	0-4.9 credits
Sophomore	5-9.9 credits
Junior	10-16.9 credits
Senior	17-24 credits

MATHEMATICS 3 credits

(a minimum of 1 credit of Algebra is required.)

Algebra I 1 credit
 Algebra I (Introduction) ... 1 credit
 Algebra I (Conclusion) 1 credit
 Informal Geometry 1 credit
 Geometry 1 credit
 Consumer Math 1 credit
 Algebra II 1 credit

SCIENCE 3 credits

Physical Science 1 credit
 Biology 1 credit
 Remaining 1 credit can be from:
 Applied Bio Chemistry ... 1 credit
 Ecology 1 credit
 Chemistry 1 credit

SOCIAL STUDIES 3 credits

Global Studies 1 credit
 United States History 1 credit
 Government5 credit
 Economics5 credit
 Passing ND Civics Test required
 for graduation.

PHYSICAL EDUCATION 2 credits

PE 95 credit
 PE 105 credit
 PE 115 credit
 PE 12 *or*5 credit
 Health *or* Parenting *or* Family Living

ELECTIVES 9 credits

Required in:

Foreign/Native American languages
 Fine Arts
 Career & Technical

Education Courses 3 credits
 General Electives 6 credits



2024-2025 Class Schedule

Room	Early Bird	Session I	Session II	Lunch	Session III	Late Bird
	7:35-8:25	8:30-10:00	10:05-11:30	11:30-12:10	12:10-2:15	2:20-3:30
105		English Scott Kinnischtzke			English Scott Kinnischtzke	
109		Math Bruce Schumacher			Math Bruce Schumacher	
110		Social Studies Michelle Dehne			Social Studies Michelle Dehne	
111a		Edgenuity Stephanie Webb/Marea Reinicke			Edgenuity Steph/Marea	
111		Applied Topics Chris Schmidt			Applied Topic Chris Schmidt	
107		Reading Immersion Randy Riepl			Reading Immersion Randy Riepl	
108		FACS 8:30 - *11:30 Anne Borseth			FACS 1:15-2:15	
112					Art *12:45-2:15 Dillon Tollefson	*Art <u>start</u> time changes to 12:10 Jan 2025
114					Science Cory Volk	
Gym						
		PE:10:00-11:30 Health: 1:15-2:15 Jordan Williams				
Social Studies: -Global Studies -U.S. History -Government -Economics	FACS: -Clothing and Textiles I,II -Parenting -Ind. Living -Foods	Language Arts: -English 9 -English 10 -English 11 -English 12	Phy Ed: -9 -10 -11 -12	Science: -Physical Science -Biology -Ecology -Chemistry -Integrated Science	Art: -Art I -Drawing and Pating I, II, III -Ceramics and Sculpture I, II, III -Arts & Crafts	
Mathematics: - Informal Geometry - Consumer Math	- Math Immersion - Geometry - Applied Math	- Algebra I - General Math	Speical Education: -Applied Topics	Reading Immersion see Pg 18 and Edunuity Courses See Pg 20 in handbook		

ART

(42 DAYS)

ART I (02021) Credit : 1/2 or 1

This beginning class explores the elements and principles of art through the study of different media. This class also prepares students for advanced classes. It allows students to investigate color theory, art history and techniques in drawing, painting, and sculpture. Students will reflect on their art through verbal and written interpretation. Artists will have an opportunity to exhibit their art.

DRAWING & PAINTING I (02020) Credit: 1/2 Prerequisite: Semester I and II of Art I

This introductory course is designed to help students develop their drawing and painting skills even further. Emphasis will be placed on exploring original ideas, craftsmanship, and art history. Students will have the opportunity to critique works of art. Some mediums that will be covered throughout this semester include, but are not limited to, are following graphite, charcoal, pastel, oil pastel, acrylic, watercolor. Exploration may include these subject matters: figures, still-life, landscapes, portraits, etc. Artists will have an opportunity to exhibit their art.

DRAWING & PAINTING II (02025) Credit: 1/2 Prerequisite: Semester I and II of Art I, Drawing and Painting I

This intermediate course is designed to help students further develop their drawing and painting skills. There will be a strong emphasis placed on composition using the principles of design, working from original ideas, craftsmanship, and art history. Mediums that will be covered throughout this semester include, but are not limited to, the following: graphite, charcoal, pastel, oil pastel, acrylic, watercolor, and gouache. Exploration may include these subject matters: figures, still-life, landscapes, portraits, etc. Artists will have an opportunity to exhibit their art.

DRAWING & PAINTING III (02026) Credit: 1/2 Prerequisite: Semester I and II of Art I, Drawing & Painting I & II

This advanced course is designed to help students develop a body of work using different methods and materials. Advanced drawing and painting techniques and composition skills will be developed through demonstrations and independent practice. Emphasis will be placed on originality, craftsmanship, and commitment to a plan in the drawing and painting process. Artists will have an opportunity to exhibit their art.

CERAMICS & SCULPTURE I (02020) Credit: 1/2

This introductory course emphasizes the investigation into three dimensional forms. Students will use a variety of techniques, mediums, and processes that focus on additive, subtractive, fabricated processes. Along with being exposed to an introduction to the elements and principles of art and design. Examples include a variety of functional and non-functional ceramic techniques and an introduction to throwing on the wheel and hand building. Mediums used in the sculpture section of the class will include, but are not limited to, the following: cardboard, Styrofoam, plaster, wire.

CERAMICS AND SCULPTURE II (02029) Credit: 1/2 Prerequisite: Ceramics and Sculpture I

This intermediate course is designed for the student who has completed one semester of Ceramics & Sculpture I and would like to investigate more advanced projects in pottery and sculpture. Emphasis will be placed on personal and creative expression. Students will develop more skill sets with hand building, along with more advanced sculptural skills sets dealing with additive, and subtractive sculpture.

CERAMICS AND SCULPTURE III (02029) Credit: 1/2 *Prerequisite:* Ceramics & Sculpture I and II
This advanced course emphasizes the investigation of three-dimensional forms. Students will use a variety of techniques, media and processes focused on skill building and craftsmanship for the development of a 3-D design elements and principles. Students will be challenged to prepare a body of works that shows growth and investigation at the next level. 3-D works of art can be explored through additive, subtractive, and/or fabrication process. Examples include a variety of functional and non-functional ceramic techniques and processes including throwing on the wheel and hand building, figurative or non-figurative sculpture, architectural models, metal work, wood and paper works, and three-dimensional fibers art, Styrofoam, plaster, cardboard, wire, among others.

ARTS & CRAFTS (02024) Credit: 1/2 or 1
This class will provide students with the history and practice of arts and craft projects with background in the tools, materials, and techniques needed to complete each project. This course will provide students with exposure to cultural and contemporary projects that relate to their everyday life and usage. Projects that may be covered include glass etching, weaving, tie-dye, hemp, jewelry, clay work, printmaking. These areas of study will vary with each class and semester.

FAMILY AND CONSUMER SCIENCES

(36 DAYS)

CLOTHING AND TEXTILES I (09027) Level 9-12 Credit: 1/2
Creative sewing is a fun introductory class that includes sewing several projects. Use of the sewing machine and other sewing equipment is included. Students will learn about various aspects of the fashion industry as well.

CLOTHING AND TEXTILES II (09029) Level 9-12 Credit: 1/2
A variety of sewing projects will be completed. Fabric, price, quality, and construction techniques will all be discussed in relation to individual consumer needs. Along with discussion of updates in the textile and fashion industry, areas to be covered will include: personal color analysis, designs which complement the figure, and current trends and issues in fashion. Students will also explore the fashion industry and its methods of production and merchandising, as well as careers in fashion, design and merchandising.

INTRO TO FOODS (09131) Level 9-12 Credit: 1/2
Intro to Foods is an exploratory course designed to help students gain knowledge in basic food concepts. The primary focus is to give students hands-on experience with a variety of food preparation techniques, kitchen/food safety, and recipe analysis. A strong emphasis on healthy food choices is a recurring theme throughout the semester.

INDEPENDENT LIVING (09025) Level: 11-12 Credit: 1/2
This course is designed to better equip students for 'real world' life after moving out on their own. Topics covered include: job hunting skills, money management, saving and investing, establishing and using credit, protection from identity theft, purchasing an automobile, rights and responsibilities of apartment living, healthy food choices, and living on an overall budget.

PARENTING (09130) Level 11-12 Credit: 1/2
(*Substitutes for 1/2 credit of 12th grade physical education*) This course is designed to prepare both males and females for one of life's major roles: that of developing positive and realistic attitudes and effective skills for parenting. Pregnancy, parenting roles of fathers and mothers, single parenting, and other parenting concerns are emphasized in this class. This class contains contemporary topics that some students may find controversial.

LANGUAGE ARTS

(36 DAYS)

ENGLISH 9 (05071)

Level 9-12

Credit 1/2 or 1

English nine students will focus on developing strong, coherent writing through organization, planning, and revision. They will complete reading units studying drama, short stories, and a novel. Students will engage with these fictional texts of varying genres and reading levels, learning about characterization, themes, and analysis. Students will also begin to develop research skills and practice finding reading materials matching their interests.

ENGLISH 10 (05072)

Level: 10-12

Credit: 1/2 or 1

Prerequisite: English 9

English ten students will expand upon their learning from English nine, continuing to more advanced writing, including a MLA formatted research essay. They will also learn how to navigate nonfiction and how to find quality informational sources. Additionally, students will complete a study one of Shakespeare's plays, and will have several options for thematic study and independent reading.

ENGLISH 11 (05073)

Level: 11-12

Credit: 1/2 or 1

Prerequisite: English 10

English eleven students will complete reading analysis activities for poetry, including learning to identify and discuss rhetorical devices in literature. They will create varied types writing of their own, from poetry to MLA formatted research essays on topics of their choice. Students will complete a thematic unit, of which there are different options, and they will continue independent reading and novel selection.

ENGLISH 12 (05074)

Level: 11-12

Credit: 1/2 or 1

Prerequisite: English 9, 10, 11

English 12 students will have the greatest choice in their studies, completing two thematic units during the class. Additionally, students will select and complete two independent reading novels, and a short study of a Shakespeare play. Writing clearly and effectively for college, career, and life will be one of the greatest priorities, in addition to continuing to write an MLA formatted research essay.

MATHEMATICS

(42 Days)

MATH IMMERSION (11029)

Level: 9-12

Credits: 1/2 or 1

Math Immersion is a program to strengthen a student's basic math skills in preparation for the Algebra 1 sequence. Topics covered (but not limited to) are number sense, fractions, concepts and applications. The course uses web-based software to guide the student. This class will count as elective credit. It does not meet State of North Dakota mathematics credit requirements.

GENERAL MATH (11111)

Level: 9-12

Credits: 1/2 or 1

General Math reinforces and expands students' foundation math skills. General Math is a beginning level math course that encompasses all the basic necessary concepts to be successful in future math classes. Topics include order of operations, fractions, decimals, percents, area, perimeter, rations and proportions, and solving basic equations. Credit earned from General Math can be counted toward math requirements for graduation; however, this course does not fulfill mathematics requirements for admission to a four-year college.

CONSUMER MATH (11145)

Level: 9-12

Credit: 1/2 or 1

Consumer Math reinforces general math topics (such as arithmetic using rational numbers, measurement, ratio and proportion, and basic statistics) and applies these skills to consumer problems and situations. Topics include banking services, credit, taxation, investment, managing personal income, home and car ownership, buying and selling products, and budgeting. Credit earned from Consumer Math can be counted toward math requirements for graduation; however, this course does not fulfill mathematics requirements for admission to a four-year college.

ALGEBRA 1 (intro) **YEAR 1** (11031)

Level: 9-12

Credit: 1/2 or 1

Algebra 1(intro) year 1 is the first course in a two-year Algebra program designed to help students be successful in mathematics that is required for college and in the workplace. The first year includes material that is traditionally found in the first semester of a full year Algebra class. Algebra 1-Year 1 differs from Algebra 1 primarily in the time and manner in which topics are discussed. It will take two years (Algebra 1 - Year 1 and Algebra 1-Year 2) to complete the Algebra 1 requirement. *Special Note:* This is the first year of a 2-year Algebra 1 course.

ALGEBRA 1 (concl) **YEAR 2** (11031)

Level: 9-12

Credit: 1/2 or 1

Algebra 1(concl) year 2 is the second course in a two-year Algebra program designed to help a broad range of students be successful in mathematics that is required for college and in the workplace. The course includes material that is traditionally found in the second semester of a full year Algebra class. Successful completion of Algebra 1- Year 2 should meet the Algebra college requirement. *Special Note:* This is the second year of a two-year Algebra 1 course.

ALGEBRA I (11031)

Level: 9-12

Credit: 1/2 or 1

This is the first course in the traditional college preparatory sequence. This course is a branch of mathematics that include the use of variables to express general rules about numbers, number relationships, and operations beneficial for anyone interested in a career in technical education.

APPLIED MATH (11190)

Level: 9-12

Credits: 1/2 or 1

Applied Math is designed to help students develop and refine job related math skills. Units focus on arithmetic operations, problem solving techniques, estimation of answers, measurement skills, algebra, geometry, data handling, and statistics. Credit earned from Applied Math can be counted toward math requirements for graduation; however, this course does not fulfill mathematics requirements for admission to a four-year college. Algebra I is a prerequisite for this course.

INFORMAL GEOMETRY (11120)

Level: 9-12

Credit: 1/2 or 1

This course is not designed to prepare students for success in college-level mathematics. This course covers the same topics as Geometry, but there is less emphasis on proofs and the problems are less rigorous than those in the standard geometry course.

GEOMETRY (11120)

Level: 9-12

Credit: 1/2 or 1

Topics include points, lines, and planes; parallel and perpendicular lines; triangles; constructions of geometric figures; polygons; and circles. Students will use deductive reasoning and proof techniques to study geometric concepts.

ALGEBRA II (11032)

Level: 9-12

Credit: 1/2 or 1

Topics include a review of Algebra I skills; first-degree equations and inequalities in one variable and in two variables, absolute value, Polynomials, real numbers, radicals, complex numbers, relations and functions, rational expression and equations, exponential equations functions, logarithmic functions, quadratic equations and inequalities, Trigonometry, sequences and series, permutations, combinations, and probability.

PHYSICAL EDUCATION

(42 DAYS)

GENERAL PHYSICAL EDUCATION (06030) Level: 9-12

Credit: 1/4 or 1/2

Activities will include: aerobic fitness, archery, basketball, bowling, bicycling, floor hockey, golf, ladder ball, pickle ball, racquetball, soccer, shuffleboard, volleyball, wallyball, plus other individual and team sports.

Special Note: Pregnant students must have a doctor's approval before taking this course.

READING IMMERSION PROGRAM (Elective)

3 Levels (36 Days)

Level: 9-12

Credit: 1/2 Per Level

Reading Immersion is a program designed to strengthen various areas of reading skills by using strategizing and reasoning to break down words, prior knowledge, and quick and specific feedback. We will focus on comprehension, fluency, and vocabulary. Our goal is to build a more confident reader.

SCIENCE

(42 DAYS)

PHYSICAL SCIENCE (13030)

Level 9-12

Credit 1/2 per semester

PHYSICAL SCIENCE I: a study of measurement, scientific notation, matter, states of matter, atomic structure, the periodic table, chemical reactions, solutions, acids, bases, and salts.

PHYSICAL SCIENCE II: a study of motion, forces, work, energy, power, heat, temperature, waves, sound, light, electricity, and magnetism.

BIOLOGY (13020)

Level: 9-12

Credit: 1/2 per semester

BIOLOGY I: a study of the scientific process, cell structure and reproduction, heredity, microbiology, biotechnology, and photosynthesis and reproduction.

BIOLOGY II: a study of the digestive, circulatory, excretory, respiratory, immune, endocrine systems, reproductive systems, viruses and bacteria, and plants.

ECOLOGY (13110)

Level: 9-12

Credit: 1/2 per semester

ECOLOGY I: areas covered include the environment and society, tools of environmental science, the dynamic earth, ecosystems and evolution, the cycling of material, biomes, aquatic ecosystems, populations, and biodiversity.

ECOLOGY II: areas covered include the study of water, air, climate, land, food and agriculture, mining and mineral resources, nonrenewable energy, renewable energy, waste, human health, and economics, policy and the future.

CHEMISTRY (13031)

Level: 11-12

Credit: 1/2 per semester

CHEMISTRY I: areas covered include measurement, matter, atomic structure, electron configuration, the periodic table, chemical formula and equations, the mole, elements and their properties.

CHEMISTRY II: areas covered include chemical bonding, molecular structure, kinetic theory, liquids, gases, solutions and colloids, colligate properties, reaction rates, acids, bases, salts, electrolytes, oxidation reduction, organic chemistry.

INTEGRATED SCIENCE (13031)

Level: 10-12

Credit: 1/2 per semester

This course is an integrated, standards-based approach to high school science. Topics from chemistry, biology, and earth science are presented in context, using examples that connect with students' own lives and relate to their local and global communities. The course combines a rigorous approach with an engaging, hands-on instructional design. Students learn to analyze, assess, and make decisions using scientific data. Topics include sustainable living, survival needs, energy transfer, living in today's world, population dynamics, food production, cell structure and function, Earth's components, classifying elements, period table study, photosynthesis, genetics and crop breeding, genetic engineering, hydrocarbon chemistry, clothing materials, toxic heavy metal disposal, catalysts, bio-fuels and energy alternatives. Integrated Science is divided into two semesters so students can take one or both semesters as best fits their curricular needs.

SOCIAL STUDIES

(36 Days)

GLOBAL STUDIES (15089)

Level 9-12

Credit 1/2 or 1

World History provides students with an overview of the history of human society from early civilization to the contemporary period, examining political, economic, social, religious, military, scientific, and cultural developments. World History may include geographical studies, but often these components are not as explicitly taught as geography.

US HISTORY 1914-1945 (15085)

Level: 10-12

Credit: 1/2

The study of U.S. History I focuses mainly on the first five decades of the 20th Century: 1914-1953, starting with World War 1 and ending with the Korean War. Included will be the study and analysis of the key events, people and issues that contribute to this time period. Topics covered are World War 1, the Twenties and Prohibition, the Great Depression and New Deal, as well as World War 2.

US HISTORY 1945-PRESENT (15085)

Level: 10-12

Credit: 1/2

The study of U.S. History II begins with the study of the Cold War and then covers that last half of the 20th Century, as well as the beginning of the 21st Century. Included will be the study and analysis of the key events, people and issues that contribute to this time period. Topics covered are the Cold War, Civil Rights Movement, Vietnam War, Nixon: Watergate and détente, Reaganomics, the Clinton years, the Bush Administration, the Gulf War and the after effects of 9/11.

AMERICAN GOVERNMENT (15111)

Level: 11-12

Credit: 1/2

The purpose of this course is to provide students with a study of the government of the United States, its background and functions. It will contain a study of the following ideas: basic concepts, general history of American government, the Constitution and government documents, the three branches of government, citizen's rights and responsibilities. Students will be developing their understanding of where American government originated and what its intent and purpose is. We will also be thinking critically about the role of American citizens, both past and present and the impact of these roles on American society.

ECONOMICS (15060)

Level: 11-12

Credit: 1/2

The purpose of this course is to teach students how individuals and societies decide how to use their resources to satisfy their wants/needs. It course will contain a study of the following units: basic concepts, supply, demand, business systems, taxes and government spending, saving and investing, credit and personal finance, monetary policy, and economic systems. We will be digging into each of these units to develop a clear understanding of how economic choices are made, carried out, and how they impact the local and global economics. In addition students will develop their own skills about managing their own finances and making economic choices.

EARLY AMERICAN HISTORY 1800-1914 (15201)

Level: 9-12

Credit: 1/2

The study of US Early American History focuses on the development of American history from the time of Thomas Jefferson to the progressives of Theodore Roosevelt and Woodrow Wilson. Included topics are the expansion of America westward and its emergence as a world power and Imperialism. Also included are topics such as slavery and the American Civil War, Immigration, Urbanization, Industrialization, and government policies related to these fundamental issues.

APPLIED TOPICS

(42 DAYS)

APPLIED TOPICS, ENGLISH (00092)

Level 9-12

Credit 1/2

These courses are to instruct students in a secondary setting who have failed to benefit from regular classroom instruction in any content subject where reading is a required skill.

APPLIED TOPICS, MATH (11029)

Level 9-12

Credit 1/2

This course is designed to assist students who are struggling and/or failing in a mathematics course. This course is provided in conjunction with the regular mathematics course to pre-teach, re-teach, or provide enrichment to the student in order to prevent the need to modify the school's existing mathematics curriculum. This course is in a structured class period which will build upon the existing mathematics skills needed for students to achieve the opportunity for success in their current and/or future mathematics course.

APPLIED TOPICS, DAILY LIVING I (19828)

Level 9-12

Credit 1/2

An introductory course designed to teach life skills impacting daily life and personal-social skills, such as: apartment/home living, caring for personal needs, buying and caring for clothing, self-awareness and socially responsible behavior, and appropriate personal skills.

APPLIED TOPICS, DAILY LIVING II (19829)

Level 9-12

Credit 1/2

Expanded student studies and/or increased independence in the demonstration of community-based competencies of daily living and personal-social skills, such as: apartment/home living, caring for personal needs, buying and caring for clothing, self-awareness and socially responsible behavior, and appropriate personal skills.

APPLIED TOPICS DAILY LIVING III (19830)

Level 9-12

Credit 1/2

Expands student knowledge of employment and post-secondary opportunities that demonstrate knowledge of community-based competencies of daily living and personal social skills such as: self-advocacy, decision making, goal setting, researching careers, applying for jobs, developing an individual career plan, problem solving, self-awareness, socially responsible behavior, and appropriate personal skills.

APPLIED TOPICS DAILY LIVING IV (19847)

Level 9-12

Credit 1/2

Expands more on student knowledge of employment, post-secondary education opportunities, community-based competencies of independent living, and personal social skills such as: money management, car costs, scholarships, leases, health/wellness, self-advocacy, problem solving, self-awareness, socially responsible behavior, and appropriate personal skills.

EDGENUITY ONLINE COURSES

GENERAL ELECTIVES

- Career Planning and Development
- Career Exploration
- Online Learning & Digital Citizenship
- Strategies for Academic Success
- Personal Finance

HEALTH

- Healthy Living
- Foundations of Personal Wellness
- Lifetime Fitness

SOCIAL STUDIES

- Psychology
- Sociology

