

# **MORRISON ACADEMY**

## **TAICHUNG**



### 2017-2018

## Taichung High School

## COURSEBOOK

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## GRADUATION REQUIREMENTS

Requirements for graduation from the high school division of Morrison Academy are 24 units of credit, with the following specific requirements:

SUBJECT	CREDITS	NOTES
BIBLE	0.5 /sem	Pass 1 unit for each year of attendance
ENGLISH	4.0 units	
MATHEMATICS	3.0 units	
PHYSICAL EDUCATION	2 units	0.5 Fitness, 0.5 Lifetime, 0.5 Health and 0.5 of a PE elective.
SCIENCE	2.0 units	Many colleges require three years of science; some specify senior year
VISUAL AND PERFORMING ARTS	.5 units (2018-2020) 1.0 units (2021 and beyond)	Some colleges require 1 credit in the same area
SOCIAL STUDIES	3.0 units	Required courses are: World History, U.S. History (or substitute) and Government
ELECTIVES	5.5 units	These can be in any area, including the departments above.

## SUGGESTED SCHEDULE

9th Grade	Credit
Bible	1.0
English 1	1.0
Mathematics	1.0
Science	1.0
World History	1.0
Physical Education	1.0
Elective(s)	1.0

11th Grade	Credit
Bible	1.0
English 3	1.0
Mathematics	1.0
Science	1.0
U.S. History	1.0
Foreign Language	1.0
Elective(s)	1.0

10th Grade	Credit
Bible	1.0
English 2	1.0
Mathematics	1.0
Science	1.0
Physical Education	0.5
Health	0.5
Foreign Language	1.0
Elective(s)	1.0

12th Grade	Credit
Bible	1.0
English 4	1.0
Government	1.0
Visual or Performing Arts	1.0
Elective(s)	3.5

**The following list shows the classes needed to gain admission to the University of California system. It is typical of the classes top universities in the United States and Canada require for admission.**

- **History/social science (“a”)** – *Two years*, including one year of world history, cultures and historical geography and one year of U.S. history, or one-half year of U.S. history and one-half year of American government or civics.
- **English (“b”)** – *Four years* of college preparatory English that integrates reading of classic and modern literature, frequent and regular writing, and practice listening and speaking.
- **Mathematics (“c”)** – *Three years* of college-preparatory mathematics that include or integrate the topics covered in elementary and advanced algebra and two- and three-dimensional geometry.
- **Laboratory science (“d”)** – *Two years* of laboratory science providing fundamental knowledge in at least two of the three disciplines of biology, chemistry and physics.
- **Language other than English (“e”)** – *Two years* of the same language other than English or equivalent to the second-level of high school instruction.
- **Visual and performing arts (“f”)** – *One year* chosen from one of area of either dance, drama/theater, music or visual art.
- **College-preparatory elective (“g”)** – *One year* chosen from the “a-f” courses beyond those used to satisfy the requirements above, or courses that have been approved solely in the elective area.

## ART

(Elective courses are offered based upon need and interest. See the annual Course Listings)

### **R-Required, E-Elective, M-Meets graduation requirement**

#### Audiovisual Production 1

1 semester

.5 credit per semester, M

This elective course introduces the basics of audio and video production utilizing video cameras, audio recording devices, and digital editing software. Students will create original products like an informational video, pod cast, news broadcast, documentary, and theatrical video. This course is open to all high school students.

#### Audiovisual Production 2

1 semester

.5 credit per semester, M

This elective course follows up on the knowledge and skills learned in Audio & Video Production 1. Students will learn more about planning and production, green screening, digital effects, and editing software through collaborative projects. Students will also be required to complete an individual project from start to finish. This course is open to all high school students that have completed Audiovisual Production 1.

#### Animation

1 semester

.5 credit per semester, M

Beginning to advanced students will create original (2-dimensional) animated art work that is visually interesting and communicates messages, themes or stories. Experience using Adobe Flash CS5 is useful, but not required. Students draw by hand, use photography, and create computer graphics. We will complete five or more animation exercises and projects. Students learn about animation history and the current animation market.

#### Drama & Speech

1 semester

.5 credit per semester, M

The Drama and Speech elective offers students the opportunity to develop techniques and skills necessary for dramatic presentation and effective communication. Drama tools such as improvisation, poetry, theatre, role-play, storytelling, and reading aloud will be explored, along with the use of voice to fulfill different purposes, particularly that of persuading or informing an audience.

#### Drawing

1 semester

.5 credit per semester, M

A drawing course for beginning to intermediate students. Students will learn four specific skills that will help them draw from observation. The course follows the well-known book, *Drawing on the Right Side of the Brain* by Betty Edwards. Students will also develop an appreciation for the significant draftsman in history.

#### Glass Mosaics

1 semester

.25 credit per semester, M

Meets twice a week. Students will complete two or more original and expressive mosaic designs using glass and self-made clay tiles on plywood. Students will also develop an appreciation for the cultural and historical use of mosaics to communicate through design and art.

### Graphic Design

1 semester

.5 credit per semester, M

Beginning to advanced students will apply the design elements and principles. They will develop and hone design skills and processes with an emphasis on communicating specific ideas to a specific target audience. The course includes layout design, typography, logo design, and graphic illustration.

### Painting

1 semester

.5 credit per semester, M

Oil painting is a course for beginning to intermediate students. Students learn to use a common process for oil painting, to use solvents, paints, brushes and canvas. Students complete six or more paintings on various themes or subjects. Emphasis is on the use of oil painting to create visually interesting paintings that will communicate ideas, emotions, themes or messages. Students learn about well-known historical and contemporary painters.

### Pastels

1 semester

.25 credit per semester, M

Pastels class is for beginning to intermediate students interested in learning to draw with chalk pastels as a medium. Students will learn basic strokes, textural techniques, and proper use of color needed to make their own unique works of art. Students will also have the opportunity to experiment and explore with this vibrant medium. Students will gain an appreciation of artwork done by professional artists around the world.

### Pottery

1 semester

.5 credit per semester, M

Beginning to advanced students will learn to make various pottery pieces using several basic techniques such as pinch, slab, coil and wheel. Each student will take home several original pieces of pottery that have been glazed and fired. Students will also understand the historical and cultural background of pottery in Taiwan and other countries.

### Pottery Basics

1 semester

.25 credit per semester, M

Meets twice a week. Beginning to advanced students will learn several basic techniques such as pinch, slab, coil and wheel. Each student will take home several original pieces that have been glazed and fired. Students will also develop their understanding of the historical and cultural significance of pottery in Taiwan and other countries.

## BIBLE

(Elective courses are offered based upon need and interest. See the annual Course Listings)

### **R-Required, E-Elective, M-Meets graduation requirement**

#### Foundations of Faith I

1 semester

.5 credit per semester, R

This class will focus on introducing students to the person of Christ and His teachings. Students will examine the concepts of reality, faith, and truth, followed by an introduction to the Christ-centered Theistic worldview as it compares to other major worldviews. Students will be challenged to apply the definitions of faith and truth through a personal examination of the claim that the Bible is God's collected book of inerrant revelation. Ultimately, the course will provide opportunity to understand the foundational teachings of Christ in light of the canon of Scripture. It is a first-semester requirement for all 9<sup>th</sup> graders (Prerequisite: None)

#### Foundations of Faith II

1 semester

.5 credit per semester, R

This class explores concepts introduced in Foundations of Faith I course in more depth. Students are provided the opportunity to examine the storyline and personal application of God's revelation through a Christ-centered lens. It is a second-semester requirement for only 9<sup>th</sup> graders. (Prerequisite: Foundations of Faith I)

#### Life of Christ

1 semester

.5 credit per semester, R

Students will examine the Life of Christ to gain a more full perspective and understanding on the person and work of Jesus Christ. Through the course students are invited to personalize their response to Christ's question, "Who do you say that I am?" It is a first-semester requirement for all 10<sup>th</sup> graders.

#### Spiritual Formation

1 semester

.5 credit per semester, R

Students will understand that Jesus is our model of spiritual maturity and that He invited us to follow His model for spiritual transformation. Students will understand the significance of each of Christ's major invitations in the process of transformation and learn how to apply each invitation to their daily lives. Through the process of the eight units of the course students are invited to personalize their response to Christ's invitation: Follow, Me and I will make you fishers of men (Mark 1:17). It is a second-semester requirement for all 10<sup>th</sup> graders.

#### Christ and Culture

1 semester

.5 credit per semester, R

This class will focus on challenging students with the eternal plan and purpose of God for the earth and their role in fulfilling His mission. Students will build a solid theological foundation for the biblical history of the cultural interaction and response to the plan of God: examine key New Testament letters to early churches to identify early conflicts and victories; examine key historical witnesses and events up to the modern day challenges faced by this generation. This is a first semester requirement for all 11<sup>th</sup> graders.

### Servant Leadership and Mission

1 semester

.5 credit per semester, E

This course focuses on practical application of the Biblical worldview for service outside the classroom, especially to those marginalized in society. Students will examine their own leadership strengths and investigate the needs of people groups around the world, learning to advocate for the needs of others. Throughout the course, students will be given the option to choose between projects that focus on gospel evangelism or service. All students are required to participate in a week-long service and/or mission experience outside the classroom. Trips for both tracks will include on-island and off-island options, all of which **will require all students to raise funds**. This course satisfies the Morrison service requirement for 11th grade. (Prerequisites: Foundations of Faith I, Christ & Culture)

### Doctrine & Theology

1 semester (FALL)

.5 credit per semester, E,M

This senior level course is designed to equip the Christian with answers to the most difficult questions posed by both believers and unbelievers. Within the theological framework, students will study major doctrines pertaining to the existence and nature of God, evil, the nature of man, Scripture as the source of truth, and the church as the body of Christ. Students will understand and apply those doctrines in the context of living out one's faith in a contemporary culture of competing worldviews and relativism.

### Philosophy & Theology

1 semester (FALL)

.5 credit per semester, E,M

This course combines the study of basic philosophy and the nature of reality and Christ-centered Theology with the exploration of the highly influential works of G.K. Chesterton, C.S. Lewis and J.R.R. Tolkien, including Orthodoxy, Mere Christianity, The Great Divorce, and selections for the Silmarillion, The Hobbit, and The Lord of the Rings. Students also study original works from world-renowned philosophers such as Plato and Nietzsche. This first-semester senior elective meets graduation requirements.

### Senior Topics

1 semester (SPRING)

.5 credit per semester, R

This 12<sup>th</sup> grade course prepares seniors for the imminent transitions and issues that they will face in the coming year as they leave Morrison and Taiwan. A variety of outside speakers will present topics that are relevant to the transition process and guidelines for implementation will be given. The book of Proverbs and other selected Bible sections will be used. Students will be required to write and defend a Good Life paper which will describe what the student believes is important in life. It is the second-semester requirement for all seniors.

## BIBLE – ELECTIVES

### **These courses do not fulfill Bible requirements**

(Elective courses are offered based upon need and interest. See the annual Course Listings)

### Men of Honor

1 semester

.5 credit per semester, E

The aim of this class is to challenge and equip guys to be Godly men that serve, reject passivity, take responsibility, lead courageously by example, and work for greater eternal reward. The activities and projects will be designed to be "guy friendly."

### WOW! (Women of Worth)

1 semester

.5 credit per semester, E

WOW is a practical and fun class open first semester to junior women and second semester to sophomore women. It focuses on the study of Biblical women and contemporary women whose lives exemplify the qualities of a woman of worth. Our discussion centers on issues that are both relevant and practical to prepare you for life during and beyond high school. There are interesting interviews, and creative and worthwhile projects. The structure of the class will include creative learning/projects, intimate communication, lively discussion on practical issues, and frequent guest speakers from the community. The Bible is our textbook and we study selected biblical books and passages and discuss how those relate and apply to our lives.

### Leadership Development

2 semesters

.5 credit per semester, E

Leadership Development is designed for senior-level students to develop and apply the practical skills needed for Christian leadership. This course is designed for those students who will serve as senior leaders on the Spring Break mission trips and is intended to provide a time for group meetings, training, planning and other activities associated with serving as leaders in this and other ministry roles. Students will study leadership styles and temperaments, learn to facilitate group activities, practice conflict resolution with individuals and groups, develop personal ministry skills such as prayer ministry, delivering a life message and preparing and sharing devotions or scriptural teachings. To support these skills, students will also be expected to take on administrative and logistical tasks needed for leadership such as planning and running group meetings, developing agendas, communicating with groups, clerical and organizational work, event planning, fundraising and more. Over the course of the year, students will serve the Morrison community by helping to plan and implement other events such as Spiritual Life Week, Catalyst retreats, 30-Hour-Famine, worship nights, prayer services and more.



## **Business and Computer Education**

(Elective courses are offered based upon need and interest. See the annual Course Listings)

### **R-Required, E-Elective, M-Meets graduation requirement**

#### **Business and Personal Finance**

1 semester

.5 credit per semester, E

This course is designed to introduce students to the basic concepts of business and personal finance they will need to be responsible citizens and business owners. Instructional units include Economics and Business Ownership, Business and Personal Finance Basics, Protecting Your Money, Banking and Credit, and Investments and Personal Finances. Videos, hands-on activities, and discussions teach students what it means to be involved in any type of business. This course is highly recommended for all students as it applies to all facets of life no matter what career choice is made in life.

#### **Global Business**

1 semester

.5 credit per semester, E

This course acquaints students with the business and economic concepts they will need as wage earners, consumers, entrepreneurs, and citizens in a global market economy. Students will learn about corporations, partnerships, sole proprietorships, and the people who create them. Instructional units include the How the Free Enterprise System Works, Management Skills Needed to be Successful, Government and its Relationship to Business, How Marketing Works in a Business, and Finance and Investments that Relate to Businesses. Videos, hands-on activities, and discussions teach students what it means to be involved in any type of business. This course is recommended for any student who is planning on a business or related major in college.

#### **Introduction to Programming 1**

1 semester

.5 credit per semester, E

Students in this course will create programs that unlock the possibilities of software design. The course focuses on problem-solving through a structured approach. This course will use current programming trends; therefore, course material or programming language will change depending on the latest technologies.

#### **Introduction to Programming 2**

1 semester

.5 credit per semester, E

Students in this course will create programs that unlock the possibilities of software design. The course focuses on problem-solving through a structured approach. This course will use current programming trends; therefore, course material or programming language will change depending on the latest technologies. (Prerequisite: Introduction to Programming 1 or teacher approval)

#### **Food Management**

1 semester

.5 credit per semester, E

This one semester course consists of the basics of nutrition and cooking with emphasis on independent living and doing service/ministry, through using these skills. Priority to take this class will be given to Seniors and then Juniors.

## Marketing

1 semester

.5 credit per semester, E

This course acquaints students with basic marketing concepts. At the end of the course, students will understand how a product goes from the pre-production stage to promotion and finally to distribution as they create their own product to price and promote to their peers. Units presented include: The Marketing Plan, Business/ Social Responsibility, Pricing Strategies, Promotional Concepts and Strategies, Product/Brand Management, and Market Research. Videos, online activities and simulations, hands-on activities and discussions teach students what it means to be involved in the marketing process.

## Web Design

1 semester

.25 credit per semester, E

This course introduces students to many of the basic concepts and techniques in designing and maintaining a website –the current high school website. Students will learn how to use a webpage to communicate important and useful information to the Morrison community around the world. This will be done by using creative design techniques to produce content through photography, journalistic writing, video editing, and other software programs such as flash. This class will work at times with the Journalism class to help create content for the current high school website.

## ENGLISH

### R-Required, E-Elective, M-Meets graduation requirement

#### English 1: Literature

2 semesters

.5 credit per semester, R

The course allows a close reading of genres of Western literature. These readings serve as models of good writing and as subjects for students' own writing exercises. Students review grammar and enhance vocabulary as they read and write. They learn how to craft a strong thesis, write an essay to support it, and, in the process, study sentence and paragraph structure. Students practice revising and editing quality paragraphs in consultation with their teacher. They learn to use the resources available in the library and apply these skills as they write a short research paper. Oral activities include literature discussion and a speech to inform.

#### English 1: Composition

2 semesters

.5 credit per semester, E,M

Academic English 1 is a freshman level English survey class suitable for fulfilling the school's graduation requirements. The class focuses on building academic vocabulary and literacy skills. Students will learn to write in various modes, focusing on issues of grammar and language. The readings will be geared to the individual learner's level for the purpose of practicing skills of reading comprehension and analysis.

#### English 2: Literature

2 semesters

.5 credit per semester, R

This course encourages the student to read, comprehend and analyze selected samples of a variety of genres of literature. Students write essays, building on the previous work as well as expanding into a variety of styles including expository to persuasive formats. Students also learn to develop a thesis statement based upon a significant literary work, and practice peer editing and revision of their own works within the writing process. Students will also participate in a variety of oral assignments. (Prerequisite: English 1 Literature or Composition)

#### English 2: Composition

2 semesters

.5 credit per semester, E,M

Academic English 2 is a sophomore level English survey class suitable for fulfilling the school's graduation requirements. The class focuses on building academic vocabulary and literacy skills. Students will learn to write in various modes, focusing on issues of grammar and language. The readings will be geared to the individual learner's level for the purpose of practicing skills of reading comprehension and analysis.

### English 3

2 semesters

.5 credit per semester, R

This overview of American literature includes a brief study of the historical events affecting American literature and a study of various genres and selected novels by American authors. These readings serve as models of good writing for students' own writing exercises. Review of grammar and punctuation will be incorporated as needed. Students write a major term paper, developing their research skills in preparation for college research projects. Emphasis is placed on the expository, literary essay. Oral activities include discussions as well as speeches to inform and persuade. (Prerequisite: English 2 Literature or Composition)

### English 4

2 semesters

.5 credit per semester, R

English 4, a college preparatory course for seniors, covers a historical survey of British literature from Anglo-Saxon times through the twentieth century. Students will engage in literary analysis and use the literature from several time periods as a springboard for both discussion and critical writing. Students will write a variety of essays which may include several of the following: persuasive, expository, narrative essays, college application essays, resumes, and a senior letter. Emphasis is placed on skills necessary for college, including writing, critical thinking, and oral presentations. Grammar review, vocabulary, and other lessons will be incorporated as needed. (Prerequisite: English 3)

### AP English

2 semesters

.5 credit per semester, E,M

AP English Literature and Composition is open to carefully selected seniors who desire a course designed with the academic intensity of a freshman level college course. The AP English class engages students in critical analysis of literature. Through the close reading of selected texts, students deepen their understanding of the ways writers use language to provide both meaning and pleasure for their readers. As they read, students consider a work's structure, style, and themes as well as a variety of literary terms and devices and their function within the literary text. The rigor and intensity of this course will make significant demands on the students' time and will stretch their critical thinking abilities. The student will participate in seminar discussions, create projects, give presentations, and lead teaching sessions. See AP courses policies in appendix. (Prerequisites: English 3; fulfillment of AP teacher's requirements) Maximum of 15 students per section.

### Advanced Writing Workshop

1 or 2 semesters

.5 credit per semester, E,M

The primary aim of this course will be to encourage and develop the skills of students with a strong interest in creative writing. Over half of the class time will be devoted to writing; in addition, teacher-directed student conferences and class-led peer editing panels will help hone these writing skills. Students in this course must be intrinsically motivated to work on their writing. The students will also help to produce a literary journal. (Prerequisite: English 1)

## Yearbook

2 semesters

.5 credit per semester, E

This course develops and enhances the skills necessary for the production of a quality high school yearbook. These skills include interviewing, journalistic writing, photography, computer layout (including topics related to graphic design, desktop publishing, typographical terminology, etc.), the setting and meeting of short and long-term goals, photography, the selling of advertising and the promotion of the yearbook. This is a year- long course. Participation for only one semester is discouraged and requires instructor permission. Students are encouraged to take this course multiple years as leadership positions generally go to those with experience.

## FOREIGN LANGUAGES

### Mandarin 1

2 semesters

.5 credit per semester, E

This course introduces the Mandarin Chinese language. Students will learn to use phonetic symbols and/or pinyin to express themselves in written form. Students will be trained in the writing and reading of 60 Chinese characters and 20 radicals in this course. Besides characters, students will learn roughly 1000 vocabulary words and 50 sentence patterns and be introduced to topics on Chinese culture. (Only students with minimal or no Mandarin ability will be allowed to take this class.)

### Mandarin 2

2 semesters

.5 credit per semester, E

The main goal of this course is to help students develop skills in speaking and listening comprehension. Students should be fluent in basic daily conversation upon entering this course. Students will be trained in first reading and then in writing of 120 Chinese characters. Besides characters, students will learn roughly 700 vocabulary words as well as 30 some sentence patterns and then be introduced to topics centered on Chinese culture. (Mandarin 1 or teacher approval)

### Mandarin 3

2 semesters

.5 credit per semester, E

This course focuses on training students to increase fluency in speaking, listening comprehension, reading, and writing of the Chinese language using traditional and/or simplified Chinese Characters, phonetic symbols and/or pinyin. Students will be trained in first reading and then in writing of 100 Chinese characters in this course. Besides characters, students will learn roughly 640 vocabulary words and 30 some sentence patterns and be introduced to topics centered on Chinese culture. (Mandarin 2 or teacher approval)

### Mandarin 4

2 semesters

.5 credit per semester, E

This main goal of this course continues to help students improve their ability to use Mandarin Chinese in culturally and socially appropriate ways. By the end of the year, students will enter into Advanced-Mid level of understanding Chinese in speaking and listening; Advanced-Low level in reading and writing to use traditional and/or simplified Chinese Characters, phonetic symbols and/or pinyin, according to ACTFL(American Council on the Teaching of Foreign Language) standards. There are 70 more Chinese characters introduced in this course. There will be many discussion topics through authentic articles and a Chinese movie as well as project(s) centered on Chinese culture. (Mandarin 3 or teacher approval)

## Mandarin 5

2 semesters

.5 credit per semester, E

This main purpose of this course is to provide students with varied opportunities to further develop their proficiencies across the three communicative modes: interpersonal (speaking, listening, reading and writing skills), interpretive (listening and reading skills), and presentational (speaking and writing skills). By the end of the year, students will enter into Advanced-High level of understanding Chinese in speaking and listening; Advanced-Mid level in reading and writing to use traditional and/or simplified Chinese Characters, phonetic symbols and/or pinyin, according to ACTFL(American Council on the Teaching of Foreign Language) standards. There are six thematic units designed for this course to improve student's ability to use Mandarin Chinese in culturally and socially appropriate ways. Discussion topics through authentic articles and Chinese movie(s) as well as project(s) centered on Chinese culture are also integrated in the course to reach the goals. (Mandarin 4 or teacher approval)

## Advanced Mandarin 1

2 semesters

.5 credit per semester, E

This course focuses on reading, writing characters and Chinese composition. By the end of the year, students will be able to recognize 1000-1500 words, and possibly more. Students who are taking this course are from Chinese speaking community. Students will be trained at a higher level in reading and writing based on Taiwan Elementary Chinese Textbook Vol. 9, from Nanyi Publication. There are four units, and approximately 12 lessons included in this course. Other supplementary materials, which will enhance students' ability in understanding Chinese idioms and writing techniques, are also implemented in this course. (Prerequisite: EMS Heritage Course Level 8 or teacher approval)

## Advanced Mandarin 2

2 semesters

.5 credit per semester, E

This course focuses on reading and writing characters. By the end of the year, students will be able to recognize 1500-2000 words, and possibly more. Students who are taking this course are from Chinese speaking community. Students will be trained in an advanced level reading and writing based on Taiwan Elementary Chinese Textbook Vol. 10, from Nanyi Publication. There are four units, and approximately 12 lessons included in this course. (Prerequisite: HS Advanced Mandarin1 or teacher approval)

## Advanced Mandarin 3

2 semesters

.5 credit per semester, E

This course focuses on reading and writing characters. By the end of the year, students will be able to recognize 2000-2300 words, and possibly more. Students who are taking this course are from Chinese speaking community. Students will be trained in an advanced level reading and writing based on Taiwan Elementary Chinese Textbook Vol. 11, from Nanyi Publication. There are four units, and approximately 12 lessons included in this course. (Prerequisite: HS Advanced Mandarin 2 or teacher approval)

### Advanced Mandarin 4

2 semesters

.5 credit per semester, E

This course focuses on reading and writing characters. By the end of the year, students will be able to recognize 2300-2500 words, and possibly more. Students who are taking this course are from Chinese speaking community. Students will be trained in an advanced level reading and writing based on Taiwan Elementary Chinese Textbook Vol. 12, from Nanyi Publication. There are four units, and approximately 12 lessons included in this course. (Prerequisite: HS Advanced Mandarin 3 or teacher approval)

### AP Chinese

2 semesters

.5 credit per semester, E

This course focuses on teaching the AP level Chinese course which is equivalent of a second-year (and/or the fourth semester) college Chinese course. This course is designed to provide students with varied opportunities to further develop their proficiency across the three communicative modes: interpersonal (speaking, listening, reading and writing skills), interpretive (listening and reading skills), and presentational (speaking and writing skills) as outlined in our High School Discovery proficiency goals. The course covers many topics such as the environment, education, values and morals, and etcetera. These topics are in alignment with AP Chinese guidelines provided by the College Board. This course is taught entirely in Mandarin. (Prerequisite: HS Mandarin 5 OR Advanced Mandarin 1 and teacher approval)

### Spanish 1

2 semesters

.5 credit per semester, E

This course introduces students to Spanish culture and language around the world. Students learn grammatical structures as they acquire basic vocabulary through themed units. Avancemos 1 provides teaching materials such as DVDs, internet-based activities, practice workbook, and Spanish songs to practice listening, speaking, reading, and writing. Special projects and hands-on activities such as the "Festival de Comida Hispana" engage students' multiple intelligences as they work in pairs or groups.

### Spanish 2

2 semesters

.5 credit per semester, E

This course builds on Spanish 1 with an emphasis on improving grammatical skills and knowledge of Spanish culture and history. Avancemos 2 structures almost all activities for pair or group interaction. Students find themselves active participants in every lesson, every day. At the end of some units, projects reinforce the message, assessing students' ability to use what they have learned for receptive and productive purposes and allowing them to demonstrate their understanding of related aspects of Hispanic cultures. The "Piñata" competition is an example of a second semester required project for this course. (Prerequisite: Spanish 1 or teacher approval)

### Spanish 3

2 semesters

.5 credit per semester, E

This course builds on Spanish 2 with an emphasis on improving grammatical skills, expanding vocabulary, and continuing the students' historical and cultural knowledge of the Spanish-speaking world. Avancemos 3 reviews core content from Level 1 and 2 before students move on to more advanced language skills. Students will participate in a variety of projects using internet research and multi-media presentations to share their knowledge with classmates. Spanish 3 culminates in the "Mosaico" art project to show the world of Hispanic Art and thinking in the second semester. (Prerequisite: Spanish 2 or teacher approval)



## Spanish 4

2 semesters

.5 credit per semester, E

This course reviews and expands upon the content from the first three levels as students go on to master more advanced language skills. ¡Avancemos! Level 4 is designed to review critical Spanish language structures and vocabulary in order to continue to support them in their pursuit of proficiency in the Spanish language. This program involves them in activities that require the communicative use of all four language skills (listening, speaking, reading, and writing). Special care has been devoted to providing comparison between culture in the United States and the multi-faceted Hispanic world since cultural and linguistic competence and equally important in successful communication. (Prerequisite: Spanish 3 or teacher approval)

## INDEPENDENT STUDY

### R-Required, E-Elective, M-Meets graduation requirement

#### Correspondence Courses

By permission of parents, counselor and principal, a student may, in order to meet special needs, enroll in a correspondence course. This is usually taken through the high school division of the University of Nebraska-Lincoln. Subjects are offered in a variety of areas and are generally used to solve difficult schedule conflicts or for enrichment. It is not normally used to replace a required course. All costs are paid by the student. (Prerequisite: permission from administration)

#### Independent Study

1 or 2 semesters

.5 credit per semester, E

In exceptional cases, a student may be assigned to a teacher who will supervise advanced, independent reading and projects in an area of study that would not normally be available. A written proposal for the course must be written by the student, signed by the teacher and submitted to the counselor. The student will not be enrolled in the course until the counselor and principal approve the proposal.

#### Capstone Project

2 semesters

.5 credit per semester, E

The capstone project is a year investigative experience that concludes with a final product, service, presentation, or performance. Students follow a passion in selecting a community or global problem, a profession, or a topic to delve deeply into research on the subject. Students develop a portfolio of findings and create a final product demonstrating their learning (e.g. a paper, art portfolio, business model, multimedia presentation etc.). The culminating experience includes an oral presentation of the project to a panel of **teachers and/or experts** who collectively evaluate its quality. The capstone project may be thought of as the equivalent of a thesis for graduate students. This project is typically for seniors but open to exceptional juniors and sophomores. The selection process is rigorous in which the student must sufficiently prove their passion for the project, self-discipline, and clarity of plan of study.

## MINISTRY OPPORTUNITIES

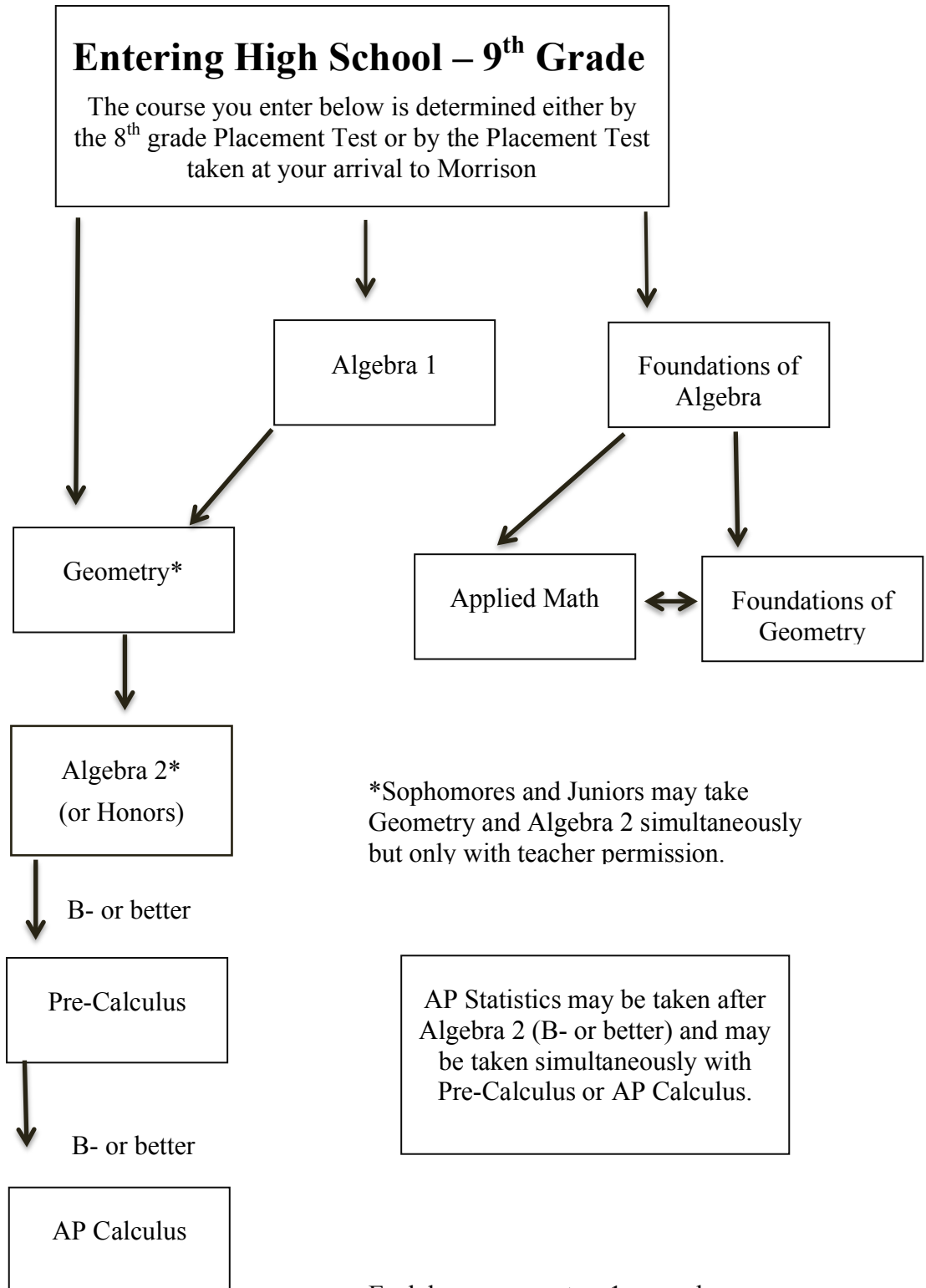
### Criteria for the School Worship Team

The school worship team(s) is a vital component of the weekly school chapel service. Opportunities exist for contributing vocally or instrumentally, and a heart for leading people into worship plays an important role in the spiritual atmosphere of the school. Those wishing to be on the school worship team should willingly meet the following criteria:

- Meets school eligibility requirements
- Exhibits a positive spiritual walk
- Actively pursues and practices the Worship Team's Team Code of Ethics.
- Attends the weekly team equipping meetings
- Has a focused, cooperative, and teachable attitude, especially during rehearsals.
- Is willing to temporarily be removed from the worship team if difficulties arise in his/her spiritual walk so you are able to work towards restoration
- Is careful to ensure that pride and sensuality are not factors when leading worship
- As a leader he/she is willing to meet with someone for discipleship/accountability purposes.

# MATHEMATICS

R-Required, E-Elective, M-Meets graduation requirement



## Foundations of Algebra

2 semesters

0.5 credit per semester

Modified Algebra is for students that are not ready for, or do not need, a fully-paced Algebra 1 course. Topics are selected from the regular Algebra 1 course that are either fundamental or more applicable for students with special needs. Topics covered may include the following: Real Number System (RN), Quantities (Q), Seeing Structure in Expressions (SSE), Creating Equations (CED), Reasoning with Equations and Inequalities in one variable (REI), Interpreting Functions (IF), Building Functions (BF), Linear, Quadratic, and Exponential Models (LE), Interpreting Categorical and Qualitative Data (ID), and Making Inferences and Justifying Conclusions (IC). Students must have completed 8th grade math and have teacher recommendation with Learning Specialist or Counselor approval. This course is offered every year.

## Foundations of Geometry

2 semesters

0.5 credit per semester

Modified Geometry is for students that are not ready for, or do not need, a fully paced Geometry course. Topics are selected from the regular Geometry course that are either fundamental or more applicable for students with special needs. Topics covered may include the following: Geometry Essentials (points, lines, planes, and angles), Special Angle Relationships, Parallel and Perpendicular Lines, Congruent Triangles, Similarity, Transformations, and Properties of Circles. Students are encouraged to learn but not required to write proofs. Students must have completed Algebra 1 or Foundations of Algebra and have teacher recommendation with Learning Specialist or Counselor approval. This course is offered alternating years with Applied Math.

## Applied Math

2 semesters

0.5 credit per semester

Applied Math is for students that are not ready for, or do not need, Algebra 2. Topics are selected from the Algebra and Geometry courses that relate to Applied Math that are either fundamental or more applicable for students with special needs. Topics covered may include the following: Data Analysis, Probability, Personal Finance, and Practical Applications. Students must have completed Algebra 1 or Foundations of Algebra and have teacher recommendation with Learning Specialist or Counselor approval. This course is offered alternating years with Foundations of Geometry.

## Algebra 1

2 semesters

.5 credit per semester, M

Algebra 1 strengthens the student's understanding of arithmetic and develops his/her skills of translating verbal expressions into mathematical symbols, numerical expressions and open sentences. Topics of emphasis include solving equations, inequalities, multiplying and factoring polynomials, graphing linear equations and solving radical expressions.

## Geometry

2 semesters

.5 credit per semester, M

This course in plane and solid geometry emphasizes inductive and deductive reasoning and their applications to geometric figures. Topics covered include reasoning, congruent and similar polygons, circles, and area and volume measurements. Proofs and algebra will be heavily integrated throughout the course as well as a geometry-based computer drawing program. (Prerequisite: Algebra 1; 9<sup>th</sup> graders taking Geometry must have a grade of 80% or higher in Algebra 1.)

## Algebra 2

2 semesters

.5 credit per semester, M

This course reviews Algebra 1 with increased emphasis on equations and inequalities, the real number system, functions, relations, graphs of polynomial functions and conic sections, polynomials and algebraic expressions, exponents and numerical computation, and quadratic relations. The content includes systems of equations in two variables, introduction to complex number systems, data analysis, and study of trigonometric and circular functions. (Prerequisite: Algebra 1, Geometry recommended)

## Honors Algebra 2

2 semesters

.5 credit per semester, M

This course is identical to Algebra 2 except that concepts will be explored in much more detail. Emphasis will be placed on understanding underlying theories and concepts and skills such as critical thinking and problem solving will be stressed. See Algebra 2 description for more information. This is not an AP level course. GPA will be figured on the normal 4.0 scale. (Prerequisite: Algebra 1 in 8<sup>th</sup> grade, Geometry)

## Pre-Calculus

2 semesters

.5 credit per semester, M

This course prepares students to enter college mathematics by introducing them to probability and statistics and grounding them in pre-calculus concepts. This course is strongly recommended for students who anticipate entering a science, engineering or pre-medical program. The topics of emphasis include functions and their graphs, trigonometry, exponents, logarithms, polar coordinates, probability, matrices, and introduction to limits. (Prerequisites: Geometry and a grade of B- (80%) or above in Algebra 2 or teacher recommendation)

## Honors Pre-Calculus

2 semesters

.5 credit per semester

This course is identical to Pre-Calculus except that concepts will be explored in much more detail. Emphasis will be placed on understanding underlying theories and concepts and skills such as critical thinking and problem solving will be stressed. See Pre-Calculus description for more information. This is not an AP level course. GPA will be figured on the normal 4.0 scale. (Prerequisite: A- or better in Algebra 2 or Honors Algebra 2 or teacher recommendation)

## AP Statistics

2 semesters

.5 credit per semester, E

This course is the equivalent of a one-semester, introductory, non-calculus-based college course in statistics. Most students who take AP Statistics will also take college courses in the physical, biological, and social sciences, and the AP course will provide an excellent foundation for subsequent college work. Students engage in four broad conceptual themes: (1) Exploring data and describing patterns, (2) Sampling and experimenting by planning and conducting a study, (3) Exploring random phenomena using probability and simulation, and (4) Estimating population parameters and testing hypotheses. [www.collegeboard.org] Students are required to have a graphing calculator. See teacher for details. See AP courses policies in appendix. (Prerequisites: Geometry and a grade of B- (80%) or above in Algebra 2 or teacher recommendation. Fulfillment of teacher requirements.) Maximum of 18 students per section.

## AP Calculus AB

2 semesters

.5 credit per semester, E

This course is designed for those students who have shown high achievement in previous math courses and desire further training in advanced mathematics. It will prepare students for the Advanced Placement Calculus AB exam and college level mathematics equivalent to a first semester college-calculus course. The course will focus both on differential and integral calculus. The student is required to purchase a graphing calculator. See Calculus teacher for details. See AP courses policies in appendix. (Prerequisite: B- or better in Pre-Calculus and/or teacher recommendation). Maximum of 18 students per section.

## MUSIC

(Elective courses are offered based upon need and interest. See the annual Course Listings)

### *GENERAL MUSIC*

#### Private Music Lessons

1 semester at a time

.00 credit per semester,

Private lessons are offered to students who are members of our high school performing ensembles (choral and instrumental classes). Lessons are available for piano, classical guitar, voice, organ and any band or string instrument. Lessons are generally 30 minutes in length (advanced students may sign up for a 45 or 60 minute lesson). All private music students are expected to perform in solo classes (mini-recitals). Exceptional senior students may be invited to perform in the senior recital.

- All lessons are contingent upon availability of teachers.
- Piano and classical guitar lessons** are open to all students. Organ lessons are offered to piano students who are at an upper intermediate level.
- Voice**-Class is offered to first year voice students in grades 10-12 who have completed one year in a high school choir. Private lessons are offered to second and third year voice students who have completed Voice Class.
- Because of staff limitations, **beginning lessons on band and orchestra instruments** may not be available to high school students. Students who already play an instrument are encouraged to continue their studies.
- A formal grade is not given, however private lessons taught at Morrison will be recorded on the student's high school transcript.
- Financial arrangements for private lessons are in addition to regular school tuition. Some students will be required to purchase their own music (voice, guitar, and some piano and string lessons). Early registration is recommended since teachers can only accept a limited number of students.



## *CHORAL GROUPS*

### Chorale

2 semesters/Alternate Days .25 credit per semester, M

Chorale is open to all high school students. An audition is required but only for vocal placement. Three major concerts are planned annually. Emphasis is placed on note reading and developing pleasant and proper vocal tone. Renaissance to 20<sup>th</sup> Century choral music will be explored and performed. Members are expected to perform at all scheduled concerts.

### A Cappella Choir

2 semesters/Alternate Days .25 credit per semester, M

A Cappella Choir is expected to be a full-year course open to intermediate singers in grades 9-12 by audition. Three major concerts are planned annually. Emphasis will be placed on developing proper vocal technique. Renaissance to 20th Century choral literature will be studied. Members are expected to perform at all concerts.

### Chamber Singers

2 semesters/Alternate Days .25 credit per semester, M

Chamber Singers is expected to be a full-year course, open to advanced singers in grades 11-12 by audition. A number of concerts are planned annually. Emphasis is placed on the study of specific vocal genres and styles for a small, select choral ensemble. Members are expected to perform at all concerts. An additional uniform fee may be required. (Prerequisite: Two years HS choir experience recommended; advanced sight-reading ability and tonal quality; audition required)

## *INSTRUMENTAL GROUPS*

### String Orchestra

2 semesters/Alternate Days .25 credit per semester, M

Orchestra is expected to be a full-year course open by audition to string players. Three major concerts and a few other performances are scheduled annually. Music from the Baroque period to the present is studied. Members are expected to perform at all concerts. (Prerequisite: Intermediate playing level and audition)

### Concert Band

2 semesters/Alternate Days .25 credit per semester, M

Band is expected to be a full-year course open by audition to all intermediate and advanced students who play wind and percussion instruments. A placement audition is given in the fall for seating. Piano students may be considered for membership in the percussion section. Three major concerts are planned annually. Music from the Renaissance to the present is studied. Members are expected to perform at all concerts. (Prerequisite: Intermediate playing level and audition)

### Instrumental Ensemble (Chamber Winds or Chamber String Ensemble)

2 semesters/Alternate Days .25 credit per semester, M

This course is open to advanced band/orchestra musicians in grades 11-12 by special arrangement with the band/orchestra teachers. This course is very flexible as to instrumentation, but it will only be offered when there is enough student interest. An additional uniform fee may be required. Three major concerts are planned annually. Members are expected to perform at all concerts. (Prerequisite: Advanced playing level and audition)

## PHYSICAL EDUCATION

*P.E. courses aid students in meeting physical, mental, emotional and social skills. A suitable level of physical fitness, attainment of skills, and knowledge of rules and strategies are stressed in the courses. Both individual and team skills are experienced in hopes that there will be a carry-over of skills and activity into leisure time. Social confidence and emotional release should result from attainment of the skills. All physical education courses are co-ed.*

### **R-Required, E-Elective, M-Meets graduation requirement**

(Elective courses are offered based upon need and interest. See the annual Course Listing.)

#### Fitness

1 semester .5 credit per semester, R

This course includes a unit on aerobics and activities that lead to physical fitness. Emphasis is placed on developing lifelong positive habits. Normally taken in 9<sup>th</sup> grade.

#### Health

1 semester .5 credit per semester, R

This course aids high school students in the process of making decisions concerning many aspects of their own health. Facts and concepts are presented to help students understand themselves and those around them as they face various health problems and issues. Normally taken in 10<sup>th</sup> grade.

#### Lifetime Sports

1 semester .5 credit per semester, R

In this course, students are introduced to and participate in sports activities that can be participated in throughout life (includes units on softball, golf, archery, and Frisbee games, etc.). Students must take Lifetime Sports to meet graduation requirements. Normally taken in 9<sup>th</sup> grade.

#### Racquet Sports

1 semester .5 credit per semester, E, M

In this course, students will be introduced to and participate in racquet sports including tennis, badminton and table tennis.

#### Rock Climbing

1 semester .25 credit per semester, E, M

In this course, students will cover the skills necessary to climb and belay using a top rope system in an indoor facility. The skills and information taught in this course include: safety practices, basic climbing knots, belay technique, climbing movement, equipment and terminology. Weight training and plyometrics will be used throughout the course to enhance strength and conditioning. (Limit to class is 12 students).

### Lifeguard Training (American Red Cross)

1 semester

.5 credit per semester, E, M

Successful completion of this course (based on written tests and skill performance) certifies the student to be a lifeguard. (Prerequisites: minimum age of 15, ability to tread water for two minutes using only legs, swim 500 yards continuously using the crawl, breaststroke and sidestroke, submerge to ten feet and bring a ten-pound brick to the surface.) First aid and CPR training are part of this course.

### Team Sports

1 semester

.5 credit per semester, E, M

In this course, students will be introduced to and participate in team sports such as football, basketball, soccer, and volleyball.

### Weight Training

1 semester

.5 credit per semester, E, M

The purpose of this course is designed to assist students in learning the proper techniques of weightlifting using a structured routine and a focus on student improvement. The goals of the course include developing strength and agility, gaining self-confidence, and forming positive self-esteem. This is ideally suited for students participating in sports but open to any student. One day a week we will also integrate athletic enhancement skills, i.e. plyometric, core, quickness, and agility workouts.

### Sports Management

1 semester

.5 credit per semester, E, M

This co-ed course prepares the student for enjoyable service. Students will learn about coaching techniques and responsibilities, refereeing and record keeping in the sports offered in the Morrison Middle School and High School athletic program. Upon completion students will be given first priority when jobs become available to work at athletic contests. Students will also be introduced to the principles of athletic training. Students considering an involvement in athletics after high school are advised to take this course. (Prerequisite: One year of PE)

## SCIENCE

(Elective courses are offered based upon need and interest. See the annual Course Listings)

### **R-Required, E-Elective, M-Meets graduation requirement**

#### Biology

2 semesters

.5 credit per semester, M

This introductory Biology course provides a foundational study of a wide range of biological concepts. The first semester is primarily focused on cellular biology (organelles, photosynthesis, respiration, protein synthesis) and genetics. The second semester focuses on origins & diversity of living things, ecology, and human body systems. This class is normally taken in 9th or 10th grade.

#### Physical Science

2 semesters

.5 credit per semester, M

The intent of the course is to provide a basic background of physical sciences for students who want another year of Math before taking Chemistry. The topics covered are very similar to those in basic chemistry and physics but with a less rigorous application of algebra. This course will serve to prepare students for taking Chemistry.

#### Chemistry

2 semesters

.5 credit per semester, E, M

This course addresses the composition, structure, and reactions of matter. The major emphasis is on inorganic compounds. A laboratory is coordinated to enhance understanding. The theoretical basis of concepts and their applications to a variety of written problems will be the major focus of the course with emphasis on the application of concepts to contemporary life. (Prerequisite: Biology, B in Algebra 1 or Physical Science.)

#### Human Anatomy and Physiology

2 semesters

.5 credit per semester, E, M

This course focuses on both the anatomical parts involved in each of the 11 human body systems and how those parts interact to maintain a strong, well-functioning, and healthy body. Many laboratory exercises reinforce the study of each system by either dissections or by investigating students' own body responses and actions. (Prerequisites: Junior or Senior standing, C in Biology. Chemistry recommended)

#### Physics

2 semesters

.5 credit per semester, E, M

This course studies force and motion, work and energy, electricity and magnetism, wave motions, sound and light, and electronics. A strong background in Algebra 1 and a good knowledge of Geometry and Right Triangle Trigonometry is assumed. This course is designed for 11<sup>th</sup> & 12<sup>th</sup> grade students. (Prerequisite: Geometry)

### AP Biology

2 semesters

.5 credit per semester, E

This college-level course is designed to prepare students for the College Board AP Biology Exam. The conceptual focus will be the four “Big Ideas” outlined by the College Board: evolution; cellular processes (energy and communication); genetics & information transfer; and interactions. The College Board has also designated several “Science Practices” to be demonstrated by AP Biology students. Toward this end laboratory exercises will include student-directed and inquiry-based investigations emphasizing skills such as lab design, problem-solving, data interpretation, and effective reporting of results. This course requires at least as much out of class time as in class time. (Prerequisites: The student must have completed both Chemistry and Algebra II with a minimum grade of B in each. The Chemistry and Algebra teachers may be asked for recommendations. To ensure that prospective AP students have adequate time to commit to this course, their course load and extracurricular involvement will be considered before they are accepted into the course.) Maximum of 16 students per section.

### AP Chemistry

2 semesters

.5 credit per semester, E

This course meets all the depth and rigor of freshman chemistry at the college level. Topics covered are the structure of atoms, ions and molecules, mass relationships, chemical reaction, gases, thermo chemistry, quantum theory, periodic relationships, bonding liquids and solids, kinetics, equilibrium, acids-base and solubility equilibrium, entropy, electrochemistry, and nuclear and organic chemistry. Students will further their skills and enhance understanding by work with corresponding labs and computer simulations. See AP courses policies in appendix. (Prerequisite: A minimum of a B in both Chemistry and Algebra II, and teacher (of those subjects) recommendation.) A maximum of 16 students per section.

### Robotics 1

1 semester

.5 credit per semester, E

This course will emphasize the application of science, technology, engineering, and mathematics (STEM) through building and exploring the world of robotics. Students will also learn basic programming skills, collaboration, problem solving, and creativity. This course is a Science elective and does not count towards science graduation requirements.

## SOCIAL STUDIES

(Elective courses are offered based upon need and interest. See the annual Course Listings)

### **R-Required, E-Elective, M-Meets graduation requirement**

#### World History

2 semesters

.5 credit per semester, R

This course offers a brief review of history from Ancient Greece up until the Age of Exploration (About 9 weeks), followed by in-depth study of world civilizations from 1600 up until the present day. Common themes in the human story will be used to tie together the various eras of history. (Prerequisite: This course is designated for 9th graders.)

#### U.S. History

2 semesters

.5 credit per semester, R

This course analyzes the forces that shaped the birth and growth of the American nation to its position as a world leader. Study begins with the new nation; strong emphasis is placed upon the 20th century. May be replaced by AP U.S. History. (Prerequisite: junior class status)

Note: It is possible for non U.S. citizens to substitute this course with a history course of their passport country that is taken from a recognized educational institution in their passport country. To do this requires counselor and principal approval.

#### AP U.S. History

2 semesters

.5 credit per semester, E

This course is an intensive, in-depth survey of U.S. History designed to prepare the student for the AP U.S. History Exam offered in May. There is a heavy emphasis upon independent research and frequent writing assignments. See AP courses policies in appendix. There will be a summer reading assignment that must be completed prior to final admission to the course. (Prerequisites: junior class status; recommendations from Social Studies and English Departments, based upon achievement in previous course work, motivation, and verbal and writing achievement scores on standardized tests. Student course load and extracurricular involvement are also considered to insure that the prospective AP student has adequate time to commit to this course). Maximum of 15 students per section.

#### Government

2 semesters

.5 credit per semester, R

This course focuses on the philosophical, legal and historic foundations and major institutions of government with special focus on the American state. Students are acquainted with the function of democracy in the Republic by an in-depth study of the three branches of US government, political activity, political parties, and political events. A project in current Asian Studies or about a student's country of citizenship is also an important element in this course. (Prerequisite: U.S. History, senior class status)

### Economics

1 semester (FALL)

.5 credit per semester, E

This course explores the theoretical and the practical aspects of economics. Vital economic concepts (wants, needs, and resources) will be looked at in light of the daily choices people make in the business environment. Specific units include what are the various economic systems in the world, how market structures work, what are the effects of money and banking in an economy, how supply and demand can effect an economy, understanding economic performance, and how international trade works,. An online stock market game will be used to give students a practical experience of seeing economic principles in action.

### Introduction to Psychology

1 semester

.5 credit per semester, E

This course studies the mental & behavioral aspects of individuals. Topics include personality, abnormal behavior, memory, intelligence, motivation, and others. The course is designed to be practical and applicable through activities and experiments. Students will find this course academically challenging. (Students have at least junior class status.)

### Introduction to Sociology

1 semester

.5 credit per semester, E

This course studies the roles of the individual in society, as well as the development and functions of society, social (group) relationships, and social institutions. Emphasis will be on the application of sociological principles to modern social issues (prejudice, urban problems, changing role of families, changes in modern moral values, crime, etc.). Students will find this course academically challenging. (Students have at least junior class status)

## **STUDENT SERVICE**

### **R-Required, E-Elective, M-Meets graduation requirement**

#### Student Aide

1 semester

.5 credit per semester, E

Student will aid a teacher, secretary or other staff member in his/her work. Potential activities include preparing bulletin boards, working with individual students, tutoring, office work, library work, etc. This is a Pass/Fail course.

#### Peer Tutor

1 semester

.25 credit per semester, E

Students interested in peer teaching may elect to join the peer-tutoring program. Seminars are held at the beginning of the year focusing on effective one-on-one teaching skills and methods. Students earn .25 credits for every 32 hours of service. (Prerequisite: teacher & counselor invitation)

## **SPECIAL NEEDS**

(These courses are required for students who have learning needs.)

#### Tutoring

1 semester

.5 credit per semester, E

This course is designed for those students with special learning needs. The course, completed under a written individual learning program (ILP), serves as a resource program to help these students with specific skills in which they have encountered difficulties. Test-taking strategies and study skills are taught in addition to content matter in order to help meet the individual needs of each student. With prior approval, this course may count towards the content matter requirement. Extra fee required.



# Appendix

## PROCEDURES REGARDING COURSES and GRADING

### AP (Advanced Placement) Courses

Morrison Academy only weights grades on a 5.0 grading scale for officially-offered Morrison AP courses with the exception of AP Chinese, which is weighted out of the standard 4.0. Students transferring AP courses from other schools will have grades based on a 5.0 grading scale for only the following courses: AP Biology, AP Calculus, AP Statistics, AP Chemistry, AP English and AP United States History. AP courses taken during summer school will have grades based on a 4.0 grading scale.

Admission into AP courses is granted based on several factors. Students must meet teacher requirements. Those requirements may include recommendations from previous teachers, achievement in previous course work, motivation, and verbal and writing achievement scores on standardized tests. Student course load and extracurricular involvement are sometimes considered to insure that the prospective AP student has adequate time to commit to an AP course.

Every student in an established AP course is required to take the College Board AP exam in May at personal expense. Any student who chooses not to take the AP exam will lose the 5.0 GPA adjustment for both semesters of the course. Colleges to which seniors have been accepted will be notified of the change in GPA.

Students will not be eligible for AP level course work until junior year and maximum of two AP courses per year are permitted unless special permission is given from the principal.

### Auditing a Course

To audit a course means that the student will enroll in the course and not receive a grade or credit. To be approved, the student agrees to the following conditions:

- The course will take a timetable slot on the student's course load
- The *Audit a Course* form will be turned into the Counseling Center (indicating school, parent, and student agreement)
- The student will attend class each day, following school procedures for absences
- The student will be permitted to audit a maximum of one class per semester
- The teacher will inform the student in advance of enrolling what the work expectations will be
- The student will have 'AUD' entered as a grade for the course on their report card
- Auditing a course will follow the same Add/Drop procedures and deadlines as other courses

### College Courses

College courses taken by students while still in high school will be displayed in the comment section of their transcripts; however, their scores will not affect high school GPA or credits. This does not apply to officially offered AP courses.

### Grade Changes

A grade change that affects a student's transcript and/or GPA requires a grade correction form to be filled out and signed by the teacher of that course and submitted to the Counseling Center.

### Incomplete

An incomplete (INC) cannot be accepted as the final grade for the end of a school semester in any course. Any exception must be approved by the appropriate principal.

### Independent Studies

A student wishing to take an independent study must first fill out a proposal form available from the counselor and then receive a signature of approval and agreement from the faculty supervisor of that study. Counselor and/or principal approval is also required. A maximum of one independent study and/or student aide course may be taken in any semester.

### Repeating Courses

Students who repeat a course can replace the grade in that course, but no additional credit will be added. For example, a student who took Geometry his freshman year and received a D could retake the course his sophomore year and earn a C. The C would be factored into his GPA (and not the previous D), but only one credit would be granted for the two years of study. Both courses show on the transcript.

### Summer Courses

High school level courses taken during the summer will receive credit during the following school semester, but the grade will not affect GPA. For example, a sophomore taking a high school level summer course in Journalism who received 1.0 credit would have that additional credit added to the fall semester of his/her junior year. Summer courses must be approved by a counselor or principal prior to taking the course. (Please see the policy regarding transfer of credits from other institutions.)

### Transfer Credit

An official transcript from the school the student is transferring from needs to be mailed directly to Morrison Academy Admissions. No credit will be granted for any semester that is missing from the school's official transcript. It is the family's responsibility to make certain the school mails a final transcript of credits. Only grades received from an English school's official transcript and from a nationally accredited institution will be counted into the students Cumulative GPA using Morrison Academy's 4 point scale and 5 point scale for officially-offered Morrison AP courses: AP Biology, AP Calculus, AP Statistics, AP Chemistry, AP English and AP United States History.

### University of Nebraska Courses

University of Nebraska courses or other similar correspondence courses completed during a school semester will count as a course taken during that semester. The grade and credit will be calculated into the GPA and credits for that school semester. Courses must be approved by a counselor or the principal prior to enrollment.

### Add/Drop Policies

Except for transfer students from other schools, students are not permitted to enter a course after the first week of each semester. Students may drop a course after the fourth week with a "W" and the grade to date for the semester. Exceptions to this must have permission granted by the Principal.

### Response to Course Failure

A student will only be permitted to continue a specific course if a passing semester grade is earned. Exceptions may be made with the approval of the counselor and principal based on student/family conferencing, their written petition, and course content.

## ***PROCEDURES REGARDING TRANSFER OF CREDIT FROM NON-AMERICAN SCHOOLS***

### **Philosophy**

The school recognizes that courses from non-USA schools vary when it comes to course content and number of hours required for completion. In most cases, Morrison will recognize their legitimacy as credible institutions and will attempt to transfer credits on a one-to-one or in-class-time component basis. Final decisions will rest with the high school counselor and/or principal. Every attempt will be made to benefit the student, honor academic work already completed, and appropriately meet Morrison Academy's requirements.

### **Gaining Credit**

#### **Maximum Number of Credits**

To be determined by the high school counselor. Clearance of more than 8 credits in a school year requires the approval of the high school principal.

#### ***Official Transcript***

An official transcript from the school the student is transferring from needs to be mailed directly to Morrison Academy Admissions prior to consideration for admission. No credit will be granted for any semester that is missing from the school's official transcript. It is the family's responsibility to make certain the school mails a final transcript of credits that includes a grading scale or some kind of interpretation of the mark the school provides on its records.

#### ***Morrison Worksheet***

A Morrison worksheet indicating each year of high school work will be completed by Morrison's Counseling Center prior to the final admission decision and/or grade-level assignment. This sheet will also be used for computing transfer of credit.

#### ***Tests***

A formal or informal test administered by Morrison Academy may be required for admission and/or the granting of some credits and/or for course placement. This is particularly true for mathematics.

#### ***Grade Placement***

Transfer students from a calendar year program will normally step back one semester. This is true especially for transfer students from Australia and New Zealand.

### **Grading**

Only grades received from an English school's official transcript and from a nationally accredited institution will be counted into the students Cumulative GPA using Morrison Academy's 4 point scale and 5 point scale for officially-offered Morrison AP courses: AP Biology, AP Calculus, AP Statistics, AP Chemistry, AP English and AP United States History. Grades given from a non-English school (e.g. Taiwan, Malaysia, Hong Kong, Japan, etc.) or grades from an English school that we are unable to convert into our system will be printed on the Morrison transcript, but a notation will be included stating these grades were not computed into the student's GPA. Only grades the student earned at Morrison or other accredited institutions will be a part of that student's GPA. Names of the transfer schools, with city and country, will be provided on the student's transcript so records from those schools can be obtained upon request.

#### Limitation

The school reserves the right to make some graduation requirements unsubstitutable. In some cases, Health or P.E. could be examples of unsubstitutable credit.

#### Provisional Credit

In some cases, the school may grant provisional credit for a course dependent upon the student's accomplishment in a follow-up course at Morrison. For example, a student may be granted a credit of English 2 providing he/she earns a C or higher in English 3 during his first semester/year at Morrison. Any condition for provisional credit will be noted on the student's Transfer of Credit worksheet and filed in the student's cumulative folder.

## PROCEDURES REGARDING TRANSFER OF CREDIT FROM HOME SCHOOLING

### Philosophy

Morrison recognizes there are many benefits to home schooling. We realize that, depending on the subject matter and grade level, one-on-one instruction can be a more efficient use of time and, thus, the number of hours required in a traditional classroom may not be demanded to satisfactorily complete a course that is home schooled. It is our goal that we clearly communicate the expectations for accepting high school transfer of credit for home schooled courses. This is done as an encouragement and to provide accountability in meeting the high school standards. With that purpose in mind, the guidelines for transferring credit and grades to Morrison High School are as follows:

### Gaining Credit

#### Maximum Number of Credits

To be determined by the high school counselor. The granting of more than 8 credits in a school year requires the approval of the high school principal.

#### Documentation of work for the Granting of Credit Hours

Morrison accepts the credits on an official transcript from a nationally accredited institution such as the following Distance Learning Programs: University of Nebraska, Northstar, and University of North Dakota. If the curriculum is not nationally accredited/accepted (e.g. A Beka, A.C.E, Bob Jones, etc.), the following are criteria which are used for high school courses to be granted credit:

#### *Portfolio*

The portfolio should include the following:

- a) Logbook of time spent on the course. Format should include the following. DATE  
ACTIVITY/ASSIGNMENT TIME SPENT
- b) Folder of all assignments, projects, journals, tests, and other work that apply to the particular course.

#### *Tests*

A formal or informal test administered by Morrison may be necessary for some courses and/or where the student's portfolio is deemed insufficient.

#### *Official Record-keeping*

Some organizations offer record-keeping services for home schooling curriculum. We strongly advise you to take advantage of this service, especially at the high school level. It will prove well worth the time and cost. If done, give us a copy at the time of application.

#### *Morrison Worksheet*

A Morrison worksheet will be completed by Morrison's Counseling Center for each year of high school work prior to admission. This sheet will also be used for computing transfer of credit.

NOTE: The school reserves the right to not grant credit for undocumented work.

### Grading

Only grades received on an official transcript from a nationally accredited institution (such as the University of Nebraska) will be counted into the students' cumulative GPA. Grades given without an official document from an accredited institution will still be printed on the Morrison transcript, but a notation will be included stating these grades were not computed into the student's GPA. Only the grades the student earned at Morrison or other accredited institutions will be a part of the student's GPA.

#### Limitation

The school reserves the right to make some graduation requirements unsubstitutable. For example, Morrison Academy requires that home schooled students take at least two semesters of P.E. at Morrison. Exceptions to this limitation are possible with proper documentation and principal approval.

#### Provisional Credit

In some cases, the school may grant provisional credit for a course dependent upon the student's accomplishment in a course at Morrison. For example, a student may be granted a credit of Spanish 1 (done in home schooling) providing he/she earns a C or higher in Spanish 2 at Morrison. Condition for the provisional credit will be so noted on the student's Transfer of Credit worksheet and filed in the student's cum folder.

### **PROCEDURES REGARDING SUMMER SCHOOL**

If a course is to be entered on the Morrison transcript for credit, consent must be given by the principal or counselor prior to beginning the class. This should be by signature on the Summer School/Correspondence Course Approval form available in the Counseling Center.

All courses taken outside of Morrison will be given a Pass/Fail for GPA purposes. The actual grade for the course will appear on the bottom of the transcript.

All math and science courses require department approval before school approval will be granted.

Credit will not be awarded until the summer school institution sends the proper records verifying grade and credit. Morrison's Summer School/ Correspondence Course Approval form should accompany these records.

## **PROCEDURES REGARDING CORRESPONDENCE/ON-LINE COURSES**

If a course is to be entered on the Morrison transcript for credit, consent must be given by the principal or counselor prior to beginning the class. This should be by signature on the Summer School/Correspondence Course Approval form available in the Counseling Center. Credit is only given upon proof of successful completion.

The counselor and/or principal will determine if the course will be Pass/Fail or graded (i.e. for GPA).

Courses are normally ordered and paid for directly by the student and family with prior school approval. Assistance in ordering the course will be given by the High School Counselor.

All costs of the course are the responsibility of the student's family. The only exception to this rule is when the course is required and cannot be taken due to a scheduling conflict. If the student followed the normal timing for scheduling courses (for example, not waiting until his senior year to schedule health) but still has a conflict, an agreement may be made to refund the tuition if the course is completed within the semester or according to a schedule agreed to prior to starting the course. The entire cost of correspondence courses will normally receive no refund upon completion.

If more than limited, occasional tutoring for the course is required, and such tutoring is desired from Morrison personnel, an additional fee may be required.

Upon receipt of the course materials, a schedule for completion dates for each of the units of study and final exams shall be decided upon between the supervisor, student, and parent. For a course taken during the school year as a part of the student's course load for which the student expects to receive credits, failure to meet the schedule will be counted as an incomplete, and eligibility for extracurricular activities will be withheld as for any other class.

In order to prevent overload of our students, no student will be awarded more than four units of credit per semester including both correspondence courses and Morrison classes. Any exception to this will need written permission from the principal.

Courses may be taken during the summer and, upon receipt of the final grade, be included on the Morrison transcript. Summer courses will appear at the bottom of the transcript and will not affect semester GPA. It will affect cumulative GPA if it was approved for grading prior to the start of the course.

## HANDLING OF REQUESTS FOR REPLACEMENT CLASSES

### *Policy:*

1. If the specific subject course is being offered in the regular high school schedule, an independent study or correspondence course normally may not be substituted during the same semester.

Clarification: This applies to both required and elective courses. We believe it is better for the student to be in a classroom with a teacher rather than avoiding a particular teacher or class.

2. An appeal for substitution may be made in writing based on specific student needs/situation. This must include the request, the rationale for the request and the signature of at least one parent and the student. This appeal is given to the chief high school counselor who is responsible to evaluate the request and then recommend acceptance or rejection to the principal principal responsible for high school curriculum oversight. That principal has the responsibility of deciding on the request and replying in writing to the parent/student with a copy placed in the student's permanent record folder.

Clarification: This allows for meeting a particular student's needs if the request makes sense and is deemed to be in their best interests. It is also a more objective evaluation in that it requires consultation between two school personnel. This also documents the request and the response as an exception and is available for future information.

3. If approved, the substitution is considered to be one of the approved courses that make up the 3.0 credits/sem. student load requirement.

Clarification: Current student load requirements require any full-time student to carry 6 of 8 periods in approved courses.



## ***COURSE PREREQUISITES, POLICY/PROCEDURES ABOUT***

**February 18, 2002**

A high school program of study is made up of courses required to earn Graduation and electives. Together the successful completion of these must add up to a minimum number of credits. Course prerequisites are a normal and necessary part of a high school program. The goal in having them is to ensure the likelihood of success in student learning. Care needs to be taken in appropriately deciding what prerequisites are necessary.

In establishing prerequisites the school keeps in mind the primary importance of including consideration of the student's and parents' preferences as well as the school's goal of trying to insure the probability of the student's being successful.

Course prerequisites are listed in the H.S. Course Program booklet applicable to the current year. This is in print and on the web. Changes, when made, apply to the following school year. Some course prerequisites are naturally part of the requirements to be completed (e.g. 7<sup>th</sup> grade before 8<sup>th</sup>, English 1 before English 2, etc.) while others are specified stipulations of accomplishment that need to be fulfilled prior to entering a specific course (e.g. Chemistry before A.P. Biology; Advanced Math before A. P. Calculus; a B bracket or better grade in a previous 'stepping stone' course; etc.)

Course *prerequisites* are absolute (this must have been taken) unless a specific exemption is given by the course teacher and/or High School Principal. Departments may suggest *recommended prior accomplishments* for entry into a course, to be written in the program booklet, in order to give students and parents direction in the wise choosing of courses.

Many Core/Basic classes require successful completion (earning a passing grade) of the previous level class since many of these courses build academically upon the previous level class (e.g. English 1, 2, 3, & 4 pattern; Spanish 1, 2, & 3 pattern; Algebra 1, Geometry, Algebra 2, Advanced Math pattern; etc.) .... A number of electives do not require previous course completion .... A number of courses have the expectation that the course will be taken at a specific grade level (e.g. Biology & World History in 9<sup>th</sup>, Algebra 1 in 8<sup>th</sup> or 9<sup>th</sup>, Government in 12<sup>th</sup>, PE: Fitness & Lifetime Sports in 9<sup>th</sup> or 10<sup>th</sup>, etc.)

The selection of a course of study by a student needs to involve a number of stake-holders (student, parent, counselor, teachers, administration) and is obviously done with the goal of meeting or exceeding graduation requirements while, as much as possible, following the student's interests and goals (e.g. enjoys music, wants to get into an Ivy League college, wants to become a business woman or doctor, etc.) The student and his/her parent(s), guided by the counseling department and the school's requirements, do the initial selecting. When enrolling in AP courses and/or when there may be a question of suitability in other courses, classroom teachers help in the decision making.

The *establishment of and any change in* stipulating prerequisites needs to be the result of the effort of a combination of individuals. The result of such dialogue is almost always a result of creative tension due to a variety of opinions/experiences and specific course knowledge.

*The teachers of a course and the department representative* have the best knowledge of the curricular requirements needed for success in that course. They need to dialogue and make recommendations for prerequisites. Suggestions from others need to go to them for evaluation and recommendation. *The Chief Counselor and her/his staff* work closely with the individual student's

course of study and pattern of academic achievement. They work with the practical schedule and recognize the cause-and-effect forces at work so that they are able to gauge the probable results of specific decisions. Because of their responsibility to advise both the student and parent, there is a need for their input regarding any recommendations.

*The Director of Curriculum and Instruction* may need to be involved in evaluating some recommendations since the adopted course of study, which may include prerequisites, is a result of system-wide Curriculum Task Forces. However, care must be taken since necessary change may take place more often than just during the curriculum evaluation cycle.

*The High School Principal* has ultimate responsibility for the campus and its activities/demands/accomplishments within the policies and procedures of the school. He is also expected to be knowledgeable about the 'big picture' which include the goals of the school and the welfare of students. He is an integral part of this process since one of his primary responsibilities is to oversee and improve the delivery of curriculum in order to have better student learning. He is also responsible for curricular load exceptions. Approval of prerequisites or other course recommendations is made at this level – normally in line with the considered opinions. Appeals from his decision can be made to the Superintendent by the student, parent, or any other staff member (teacher, administrator, boarding parent, etc).

Procedurally, any recommendation for instituting or changing in regard to a prerequisite is to go first to the teacher and department representative. Their result is given to the High School Principal who circulates it to all the other 'players' and solicits timely input. These solicited suggestions/opinions are then returned to the High School Principal for further evaluation. After he makes a decision, the High School Principal is responsible to incorporate any changes into the Course Description Handbook on the web.